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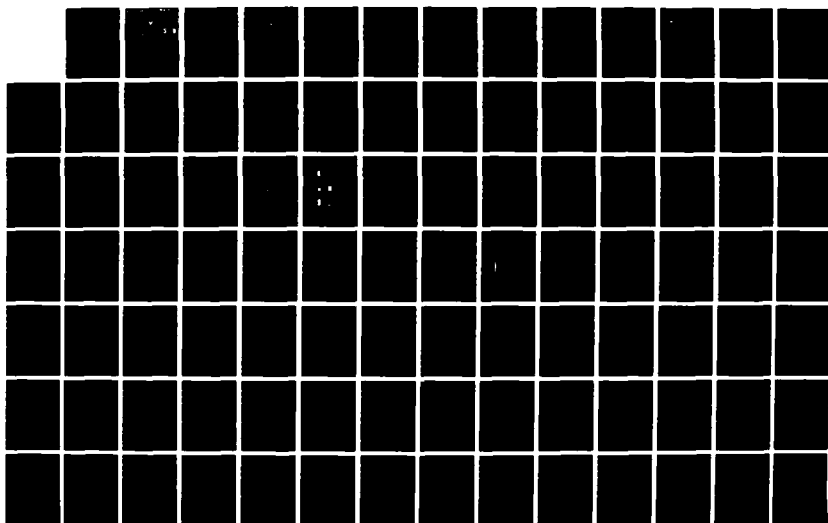
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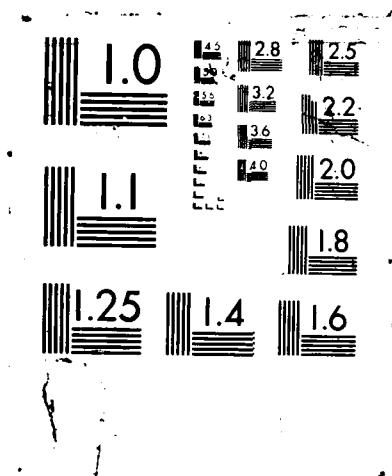
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# AIR COMMAND AND STAFF COLLEGE

## STUDENT REPORT

YOU AND THE CIVIL AIR PATROL

MAJOR BRUCE F. MC CONNELL

88-1730

"insights into tomorrow"

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**TITLE** YOU AND THE CIVIL AIR PATROL

**AUTHOR(S)** MAJOR BRUCE F. MC CONNELL, USAF

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Submitted to the faculty in partial fulfillment of  
requirements for graduation.

**AIR COMMAND AND STAFF COLLEGE**  
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## PREFACE

The purpose of this research project was to review the Civil Air Patrol Senior Member Level I Orientation Course and to determine the format and content which would best serve incoming Senior Members and their instructors.

The author wishes to thank the members of Civil Air Patrol, the United States Air Force Auxiliary, for their dedicated efforts in the serving of humanity. This work is accomplished without pay and often without recognition. In particular, the author confers special thanks to the members of the senior training staffs who provided inputs to this study during telephonic interviews.

The video tape script (Appendix B) will be submitted to National Headquarters, Civil Air Patrol to be considered for production by Air University Television as the new Senior Member Level I Orientation Course.

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## —ABOUT THE AUTHOR—

Major Bruce F. Mc Connell is a regular officer in the United States Air Force (USAF) with over seventeen years of active-duty, military experience in both the enlisted and officer ranks. He received a Bachelor of Science degree in Civil Engineering from the Pennsylvania State University and a Master of Science in Business Administration degree from Boston University.

Major Mc Connell joined the Civil Air Patrol (CAP) as a cadet on 1 November 1963 and has been an active member ever since. He currently holds the rank of Major in CAP. He was the Director of Senior Programs for the National Capital Wing for three years. In this capacity, he instructed 19 Level 1 Orientation Courses, seven Squadron Leadership Schools and four Corporate Learning Courses.

Major Mc Connell has completed all five levels of the CAP senior member training program and was awarded the Gill Robb Wilson Award in 1983. He has completed both the Middle East Region Staff College and the CAP National Staff College.

Major Mc Connell currently holds masters ratings in the Senior Programs, Communications, and Cadet Programs specialties. He is a rated Civil Air Patrol Observer and a Ground Search and Rescue Team Leader who has been awarded an Air Search and Rescue Ribbon with four bronze clasps and a bronze propeller device. Major Mc Connell currently serves as the Internal Aerospace Education Officer for the Alabama wing and is attending the USAF Air Command and Staff College in residence.



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## EXECUTIVE SUMMARY



Part of our College mission is distribution of the students' problem solving products to DOD sponsors and other interested agencies to enhance insight into contemporary, defense related issues. While the College has accepted this product as meeting academic requirements for graduation, the views and opinions expressed or implied are solely those of the author and should not be construed as carrying official sanction.

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**REPORT NUMBER** 88-1730

**AUTHOR(S)** MAJOR BRUCE F. MC CONNELL, USAF

**TITLE** YOU AND THE CIVIL AIR PATROL

I. Purpose: The purpose of this study was to determine the need for a new, standardized, up-to-date, Level I Orientation Course and what subjects, format, and length would provide the best support to CAP field units.

II. Problem: The Civil Air Patrol (CAP) region and wing senior training staffs have indicated the current Level I Orientation Course is outdated and too short to provide proper training to new senior members. Furthermore, the staffs felt a more entertaining format may be required.

III. Data: The author selected 32 senior training personnel, at the region and wing level, and conducted telephonic, structured, interviews to determine their beliefs on the need for an update and the optimum content, length, and format for a Level I Orientation Course. Although this represented a small, judgmental, sample of the training staffs, it canvassed all of the training directors at the region level and 30 percent of the training directors at the wing level. The author conducted telephonic interviews with all 29 of the USAF and CAP personnel who were available for interview. The author analyzed the responses and a position was considered validated if 85 percent of the respondents, answering the question, supported it.

IV. Conclusions: The current Level I Orientation Course is outdated and requires updating in a new VHS video tape format. The subjects covered by the course are right on target and only the amount of detail, emphasis, and currency require updating.

V. Recommendations: The CAP Level I Orientation Course should be updated in a VHS video tape format. Furthermore, a review of the Level I training materials should be conducted annually and the video tape/exam updated to reflect changes in policy or information. This action will prevent future Level I courses from becoming outdated. The new course should have a preparation date placed on each video tape and the current date should be reflected in CAPR 0-2, Section D-Visual Aids. After the revised Level I Orientation Course has been fielded for at least a year, another review of this training program should be conducted to verify adequacy of the new video tape and to determine how this system is working.

## Chapter One

### INTRODUCTION AND PURPOSE

#### PURPOSE OF THIS STUDY

The purpose of this study was to determine the need for a new standardized, up-to-date senior member Level I Orientation Course and what subjects, what format, and what length would provide the best support to CAP field units. Based on this information a script would be provided to meet these needs (Appendix B). As a byproduct, this study developed specific objectives and samples of behavior suitable for developing test questions and providing a basis for further updating or improving of the training program.

#### BACKGROUND OF THE PROBLEM

Civil Air Patrol (CAP) is the United States Air Force Auxiliary. CAP is staffed by two types of members, cadet and senior. This research project will deal with senior members and their initial training.

In order to become a senior member of CAP, a new member must meet six basic criteria. First, the new member must have the desire to join and further the objectives of CAP. Second, the new member must be at least 18 years old and third the member must be a citizen of the United States or an alien lawfully admitted for permanent residence. Fourth, the new member must never have been convicted of a felony or awaiting trial on a felony charge. Fifth, if discharged from the Armed Services he or she must have an honorable discharge. Finally, he or she must not have been terminated for cause previously and must be acceptable to the unit and its higher headquarters (12:3-1).

Senior members in CAP may wear the United States Air Force (USAF) uniform with distinctive emblems, buttons, insignia and badges (11:1), have a similar rank structure and follow military customs and courtesies.

New CAP senior members currently receive training at their squadron, then watch a one hour and 45 minute slide and tape show as their basic orientation. Following this training they take a 100 question test to ensure comprehension. Previous senior training orientation varied from a two day lecture/slide and tape show to a four hour and 30 minute slide

and tape show. At the CAP National Board meeting, the CAP Region and Wing senior training staffs indicated the Level I Orientation Course is outdated and may be too short. Furthermore, they felt a change in format would be beneficial (60:--). Determining the need for, the optimum length, material to be covered, and format for a new Level I Orientation Course are the problems to be analyzed in this research study.

### SIGNIFICANCE OF THE PROBLEM

Contributing to the difficulty in presenting an up-to-date CAP senior member training program with an outdated training product is the lack of trained instructors and training equipment (slide projectors, viewgraph machines, etc). Furthermore, without a standardized up-to-date program to ensure all new senior members are receiving all the information they need, the organization suffers. Previous training products were developed at CAP National Headquarters by the CAP-USAF staff and field input was limited thereby contributing to the problem.

### ASSUMPTIONS AND LIMITATIONS

The time limitation and limited scope of this study prevented surveying all the new senior members or the entire senior training staffs. However, as most senior member Level I Orientations are held at the wing level this study targeted the training staff chain of command from the national level down to a random sampling at the wing level. This subject will be discussed further in chapter two.

Although the number of USAF and CAP personnel interviewed was small, the experience and responsibility level was high. For example, of the seven CAP Region DCS/Senior Program interviewed the average years of experience associated with CAP senior programs was 12.4 years (39:--, 46:--, 49:--, 52:--, 58:--, 60:--, 62:--). However, on the Air Force side, the six USAF-CAP Liaison Region Directors of Training interviewed had an average of only 1.6 years of experience associated with CAP senior programs and two had less than one year of experience (36:--, 44:--, 45:--, 61:--, 63:--, 64:--). Fortunately, since they are located at the same level of their respective chains of command, the inexperience of the USAF personnel should be offset by the strong CAP level of experience. With this disparity in mind, it is interesting to note the differences in the responses of the two groups. This is accomplished in chapter two. In conclusion, the judgmental selection resulted in a qualitative rather than a quantitative review.

### PREVIOUS STUDIES

The author is not aware of any previous studies which covered this subject. A thorough review of the available CAP related literature

revealed an ACSC senior member analysis study done in 1977 but it did not address CAP senior training. In addition, a review of the last two Level I Orientation Course materials indicates the courses were not developed using the instructional system development process.



## Chapter Two

### CONFIRMATION OF NEED FOR THIS TRAINING PRODUCT

#### DESCRIPTION OF THE CAP TRAINING HIERARCHY

The Civil Air Patrol (CAP) organization has two chains of command: the CAP Corporation side, which derives its authority from the CAP National Board, and the USAF-CAP side which derives its authority from the Secretary of the Air Force. A line diagram of these relationships is shown in Figure 1, Organizational Chart of CAP (8:2). Telephonic interviews were conducted based on the flow of senior member training policy down these organizational lines.

For the purposes of this study, it was necessary to understand the CAP organization. A CAP wing is equivalent to a state with only two exceptions, the District of Columbia and Puerto Rico. Therefore, CAP has a total of 52 wings. A CAP Region is a geographic collection of wings and CAP has a total of eight as indicated in Figure 2, CAP Regions and Wings (14:7,17). Each wing is then subdivided in sectors (only in extremely large wings where efficient command and control is difficult over a large geographic area), groups (if the wing is large enough and must consist of at least five squadrons per group) and then squadrons (14:20). CAP has three types of squadrons, a senior squadron with only senior members, a cadet squadron with primarily cadet members and only a small number of senior members to ensure the cadet program is properly administered, and composite squadrons which have a significant number of both cadet and senior members. Units of less than 15 members but more than eight members can be designated a flight but must be assigned to a larger parent unit in the wing (8:8). These relationships are clearly shown on the right side of Figure 1. With this basic understanding of the CAP organization it was then possible to analyze the training chain of command.

The training chain of command runs down both chains of command to the region level. From the wing level and below the training chain of command only continues on the CAP side. For example, the CAP National Headquarters is manned by USAF military and civilian personnel who work for the CAP executive director, who is a regular Air Force officer. This is indicated in Figure 3, Organizational Chart National Headquarters (8:3). The executive director has a Deputy Chief of Staff/Training (CAP-USAF/TT), an Air Force officer, who is responsible for senior and cadet training CAP-wide. In-turn, he has a region

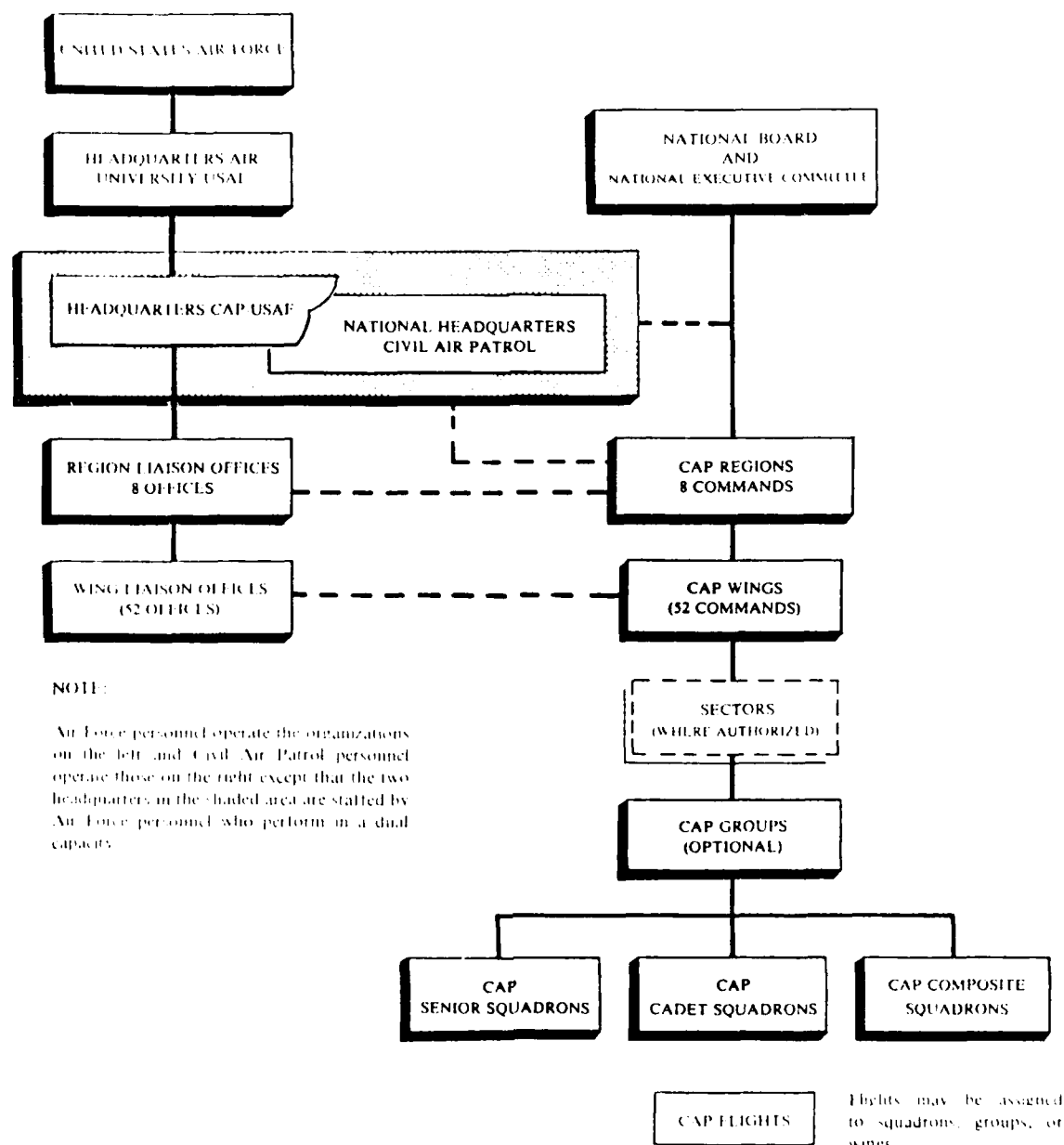


Figure 1  
Organizational Chart Civil Air Patrol

- 
1. NORTHEAST REGION  
2. MIDDLE-EAST REGION  
3. GREAT LAKES REGION  
4. SOUTHEAST REGION  
5. NORTH CENTRAL REGION  
6. SOUTHWEST REGION  
7. ROCKY MOUNTAIN REGION  
8. PACIFIC REGION
- EACH STATE WITHIN A REGION REPRESENTS 1 WING.  
★ NATIONAL CIVIL AIR PATROL HEADQUARTERS.

**EACH STATE WITHIN A REGION REPRESENTS 1 WING.  
NATIONAL CIVIL AIR PATROL HEADQUARTERS.**

Figure 1 - (AP Regions and Wings

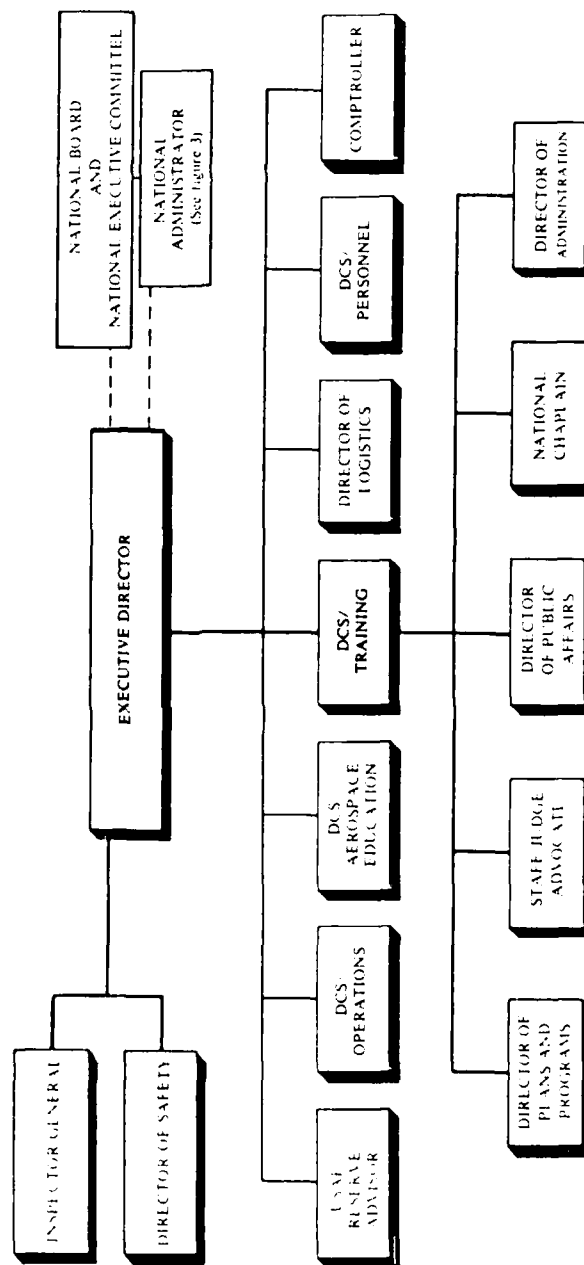


Figure 3  
Organizational Chart National Headquarters

Director of Training, an Air Force officer, at each of the eight Region Liaison Offices. These region Directors of Training are responsible for senior and cadet training throughout their region. The Air Force training chain of command stops at this level.

The CAP senior member training chain of command flows from the CAP National Headquarters to the CAP Regions, wings, groups (if existing in a given wing), and squadrons (Figure 1 right side). This flow runs from the dual-hatted DCS/Training to his Director of Senior Training (CAP-USAF/TTN) in CAP National Headquarters to the eight CAP region Deputy Chiefs of Staff/Senior Program who are CAP officers and are responsible for all senior programs in their region which includes all senior training. This position is shown in Figure 4, Region Headquarters Organization Chart (8:10). Then the senior training chain continues to the 52 wing Directors of Senior Programs, who are CAP officers, as shown in Figure 5, Wing Headquarters Organization Chart (8:12). Since no training office exists at the sector level, the chain flows from the wing to the group Senior Programs Officer, if groups are used. This position is shown in Figure 6, Group Headquarters Organizational Chart (8:15). Then the final stop in the senior training chain of command is the CAP squadron Senior Programs Officer. One of these positions exists in every Senior and Composite squadron and on an as-needed basis in cadet squadrons. These positions are indicated in Figures 7, 8, and 9 (8:17,23,24). Potential interview targets were picked from both the CAP-USAF and CAP training chains.

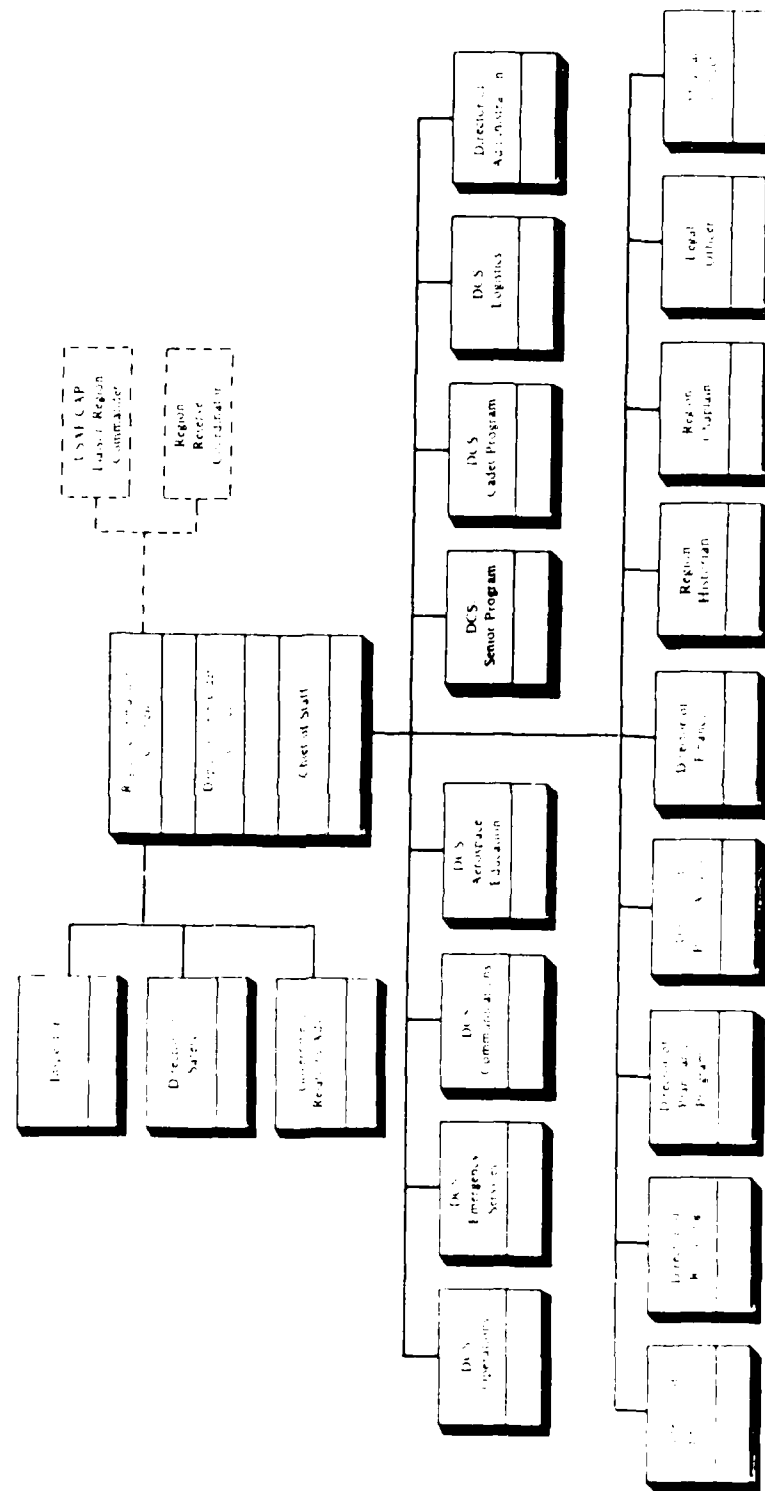
#### TELEPHONE INTERVIEW TARGETS AND RATIONALE

This research project originated at CAP National Headquarters in the office of the Director of Senior Training (CAP-USAF/TTN). Lt Col David F. Lawyer had received information from the field that a new Level I Orientation course for senior members was desired. He agreed and therefore sponsored this research project (50:--). Based on this information, the author selected a number of training staff members to determine the answer to three major questions: (1) Is an update required and will a CAP National Headquarters product be acceptable? (2) What subject areas should be covered in a new training product? and finally, (3) What format would provide the best all-around support to the field?

Interview targets were selected from both the USAF and CAP sides of the training house. On the USAF side, the author desired to interview all eight of the region Directors of Training. Unfortunately, only six of the eight directors were available for interview. On the CAP side, only seven of the eight actual incumbent directors were available. Two wing Directors of Senior Programs were selected from each of the eight regions for a total of 16 wings. Only 14 of the 16 selected were available for interview but an alternate was interviewed from each of the two remaining wings.

Care was taken to ensure a mix of Directors from both large and

Figure 1  
Region Headquarters Organization Chart



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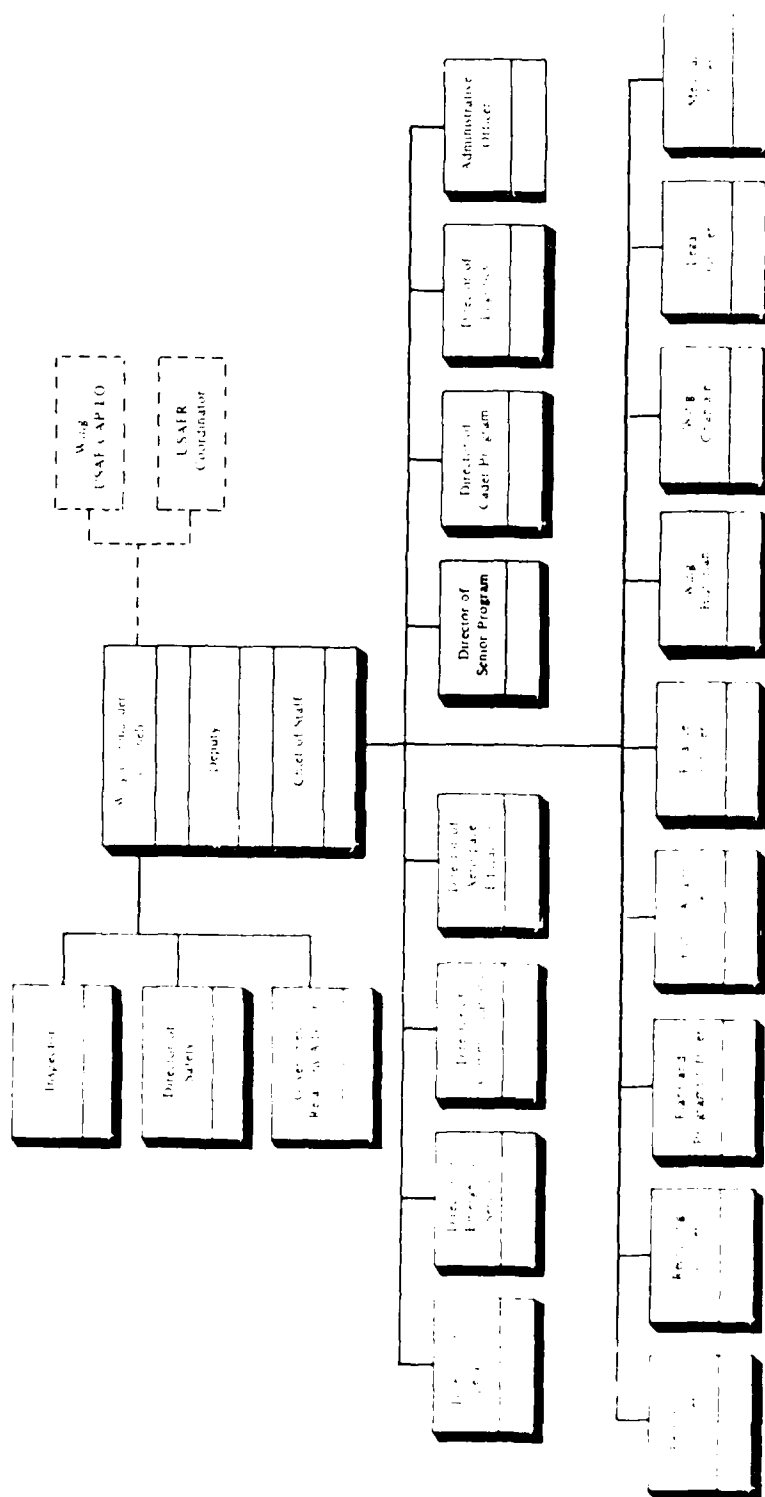


Figure 7  
Group Headquarters Organizational Chart

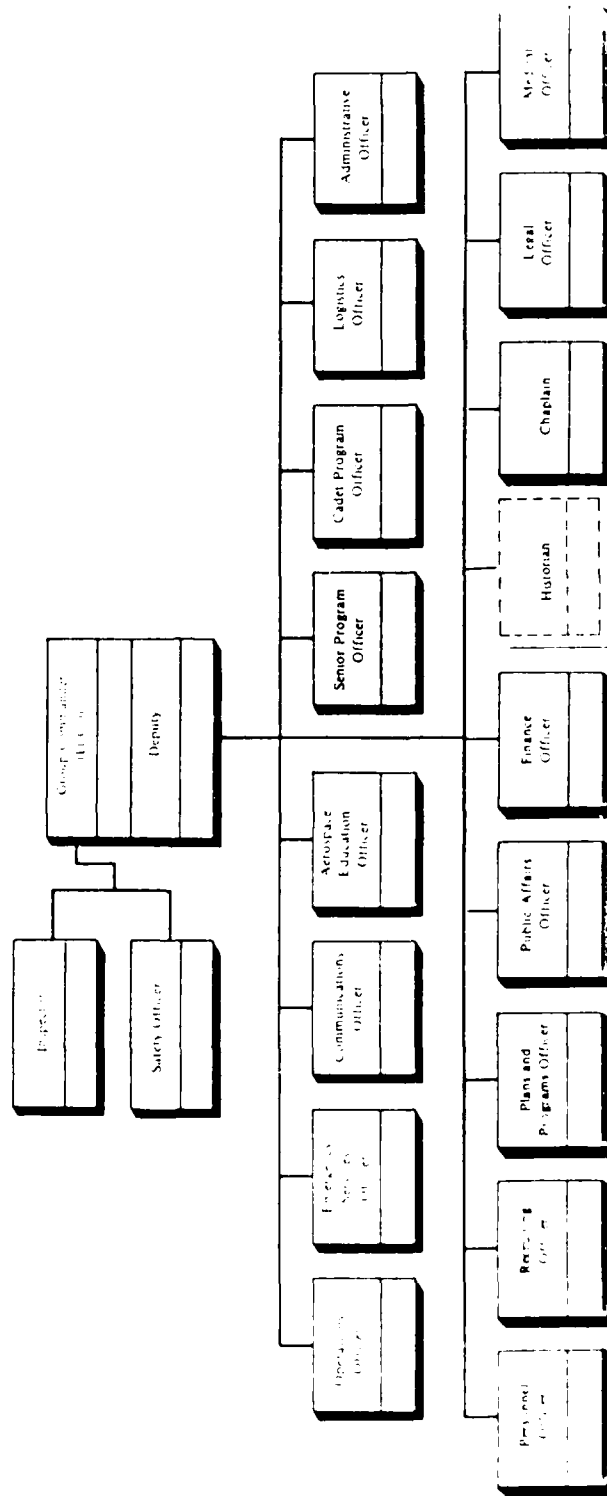
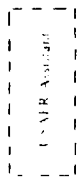
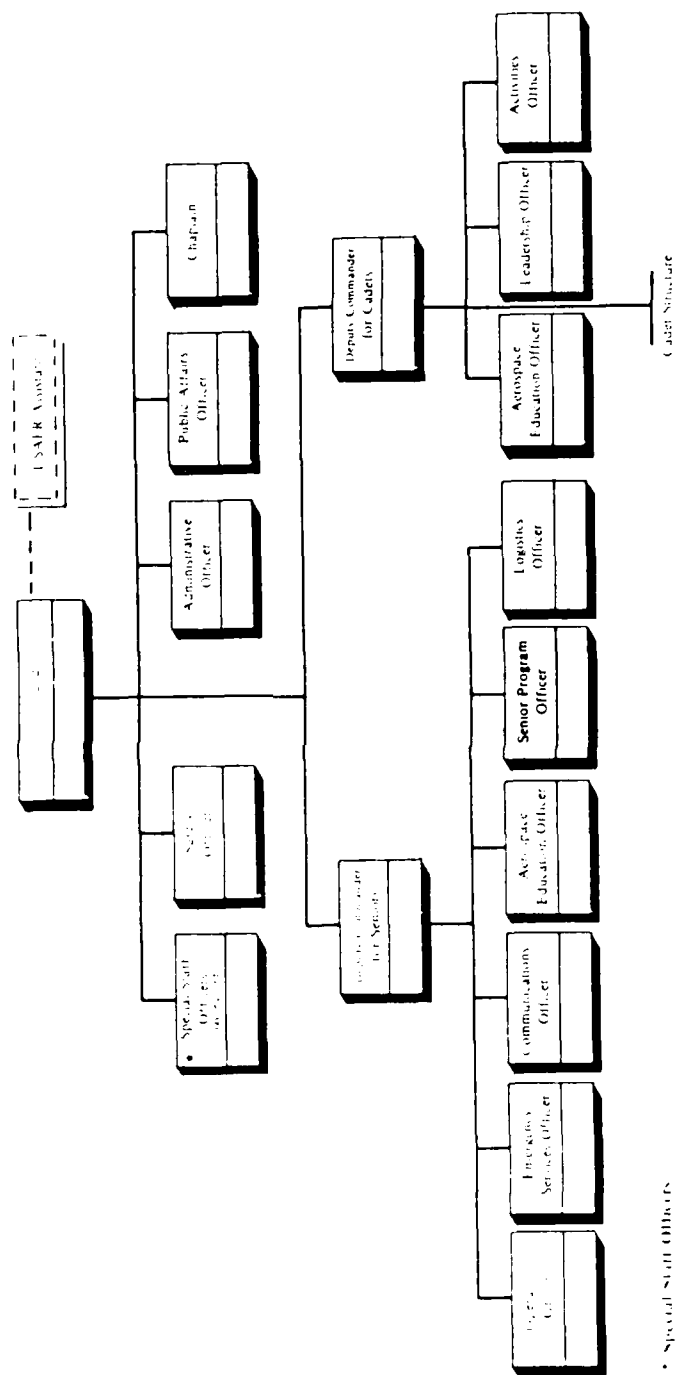




Figure 7



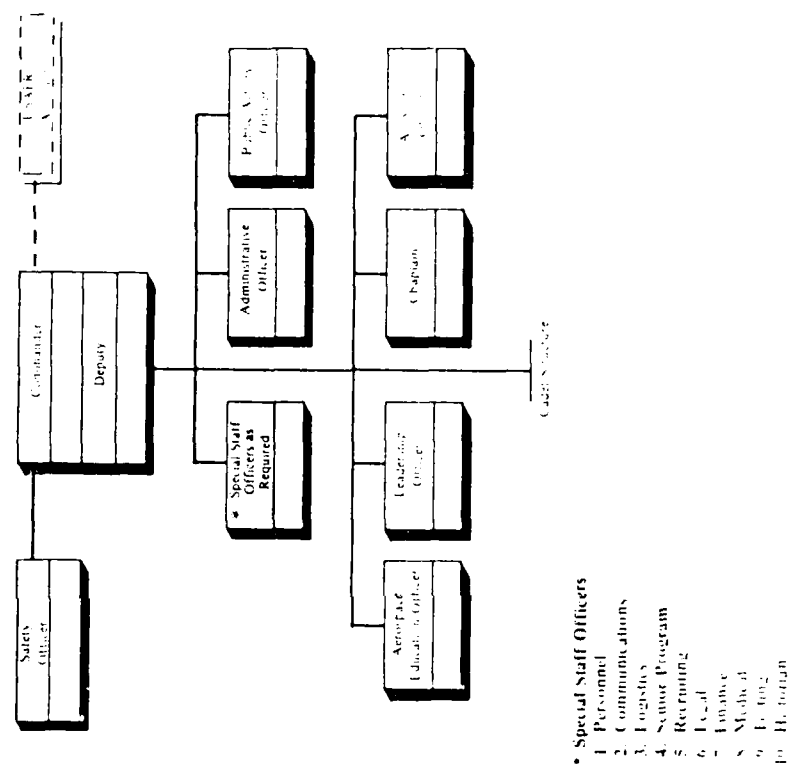
Composite Squadron Organizational Chart  
(senior member positions)



Special Staff Officers

1. Personnel
2. Recreation
3. Education
4. Information
5. Medical
6. Training
7. Detachment

Figure 9  
Cadet Squadron Organizational Chart  
(senior member positions)



small wings were interviewed. For instance, Directors from the states of Texas and California were selected on the large side and Rhode Island and South Carolina were selected on the smaller side. By selecting two wings from every region, a geographical cross-section of the CAP organization was guaranteed. Considering a large number of the medium and small states centrally teach their senior member orientation courses, the nature and cost of telephonic interviews, and the significant experience level at the CAP region and wing level, the author felt this would provide a sufficient data base.

#### IS AN UPDATE REQUIRED?

In the structured telephonic interviews (Appendix A), question number one asked if an update to the current course was required. When asked this question, 26 of the 29 senior training personnel responded with "Yes." This response indicates 89.7 percent of the senior training staff to the wing level feels the current course is outdated. The author agrees. It is interesting to note that the two staff who voted "No," both indicated the content was all right but it should be updated into the video format. By counting these two votes as an update is required would have put the mandate at 96.6 percent. Furthermore, the one "I don't know" response had been associated with CAP senior programs for only four months. By discounting this vote, due to lack of experience, would have indicated a 100 percent agreement that an update is required for either content or format. See Figures 10-13 for an analysis of the responses by years of experience, organization, USAF versus CAP, geographic by region, and by wing size.

#### IS THE SYSTEM WORKING?

Question number two in the structured telephonic interviews asked if the present system was working. 17 of the 29 senior training personnel or 58.6 percent answered "No." Ten of the 29 those interviewed or 34.5 percent indicated the program was working and two, or 6.9 percent, didn't know. In retrospect, question two was probably poorly worded (See Appendix A). To answer "No" would imply these people were not doing their jobs because they are responsible to ensure the program is succeeding. Given this premise, it is interesting over half indicated the system is not working anyway. This question does not affect the outcome of the survey but was added for the authors information and as a control question. The next question forms the basis for a new CAP National Headquarters training product. See Figures 10-13 for an analysis of the responses.

#### WILL A NEW TRAINING PRODUCT HELP?

Question number three asked the interviewee if he felt a new CAP-USAF training product would help. In this case, 21 of the 29 or

72.4 percent indicated they felt it would, while only 5 or 17.2 percent felt it would not. Two or the remaining 10.4 percent didn't know. While not the mandate the author expected on this question, the results, by a 4 to 1 margin, verify a new centrally provided training product would be beneficial. See Figures 10-13 for an analysis of the responses.

#### WHAT FORMAT IS BEST?

Question number 4 was a critical question. What format would provide the best support to CAP field units? The current slide and cassette tape format had been used since the orientation course was originally fielded back in 1972 and in every update that followed. Question number four was "What format do you feel would provide the best support for a standard Level I presentation: Cassette tape and 35mm slides, 16mm film, 8mm film, overhead projector viewgraphs, or a VHS video tape?" By an 89.7 percent margin, 26 of 29 interviewed, the senior training staff selected the VHS video tape as the best medium. Only two or 6.9 percent opted to stay with the cassette and 35mm slides and only one or 3.4 percent thought overhead projector viewgraphs would provide the best support. This is an overwhelming win for the VHS video tape format and is "an indicator of the power of the visual medium in today's society." (39:--) The author supports this response because much more can be done with video tape to hold audience attention. Furthermore, since CAP is short of qualified instructors and instructional equipment, a video tape will ensure standardized and entertaining training with a minimum of "scrounging" to find a slide or overhead projector. Videocassette recorders are readily available as indicated by this quote from U.S. News & World Report "In a decade, the video recorder has gone from status symbol to household appliance. Today, about 4 of 10 U.S. homes have at least one." (5:58) Furthermore, the training staffs voted the VHS video tape as the format of choice by a 90 percent margin. (See analysis of responses for question four below.)

#### ANALYSIS OF RESPONSES

The first analysis performed by the author was to compare the responses received on questions one, two and three with the experience level of the respondents (Figure 10). These analyses will use bibliography numbers 35 to 64 inclusive. Experience was broken down into four categories, less than one year, one to less than five years, five to less than 20 years, and over 20 years. An interesting trend was observed on the responses to question number one, "Is an update required?" Three of the four respondents with less than one year of experience said an update was required and one, with only four months experience, admitted he didn't know. All eight of those with one to less than five years experience and all six of those with over 20 years experience agreed an update is required. However, of the ten

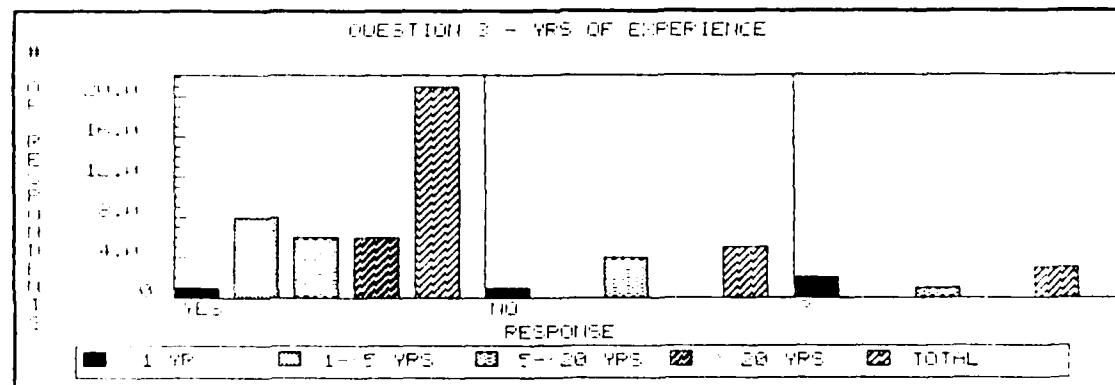
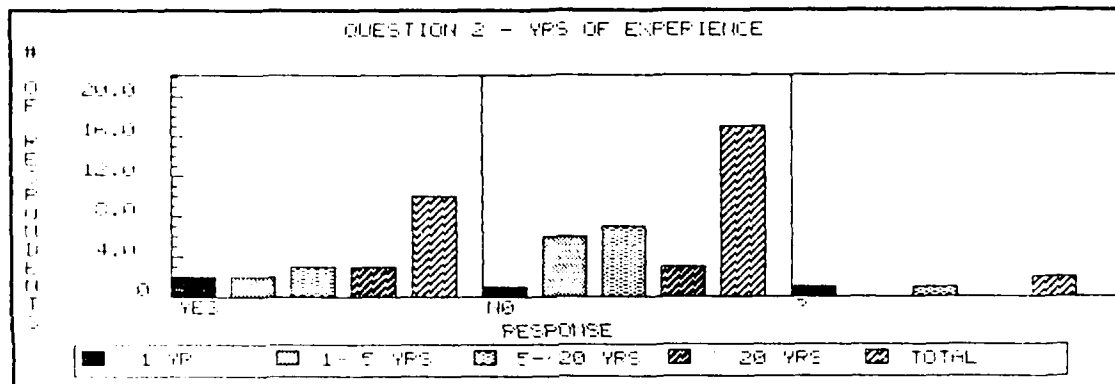
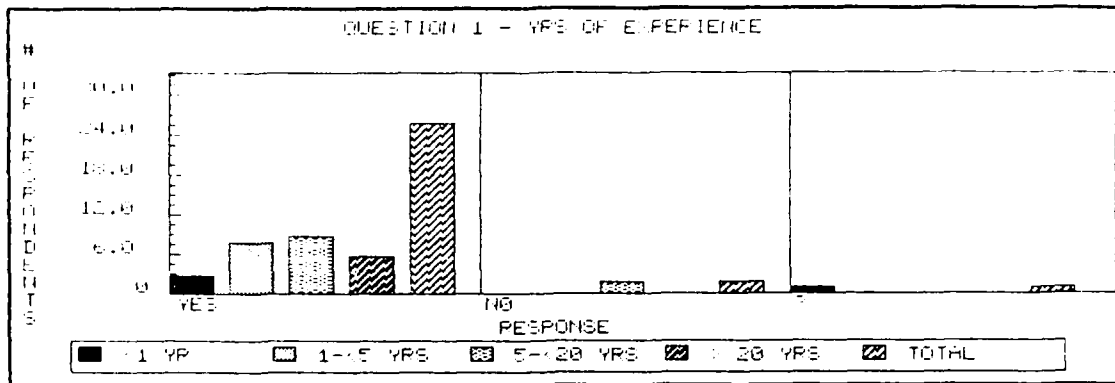


Figure 10

respondents with five to less than 20 years experience had split views. Eight indicated an update was required for content and two felt an update was required for format only.

The content of the current Level I Orientation is outdated. For example, the new Civil Air Patrol Manual (CAPM) on uniforms, CAPM 39-1, paragraph 8-2, authorizes the wear of the new "summer" uniform (11:88,89). This uniform option is not covered in the current Level I Orientation Course. Furthermore, the manual requires the wear of CAP "cutouts" on the epaulets of all outer garments except the service coat and flight clothing (11:75,78). This change requires the wear of metal cutouts on lightweight blue jackets for men and women, topcoats, overcoats, raincoats and male and female all-weather coats. This major change is not mentioned anywhere in the current Level I Orientation Course nor is it reflected in the current version of the exam. Furthermore, paragraph 1-4a and paragraph 9-5 of the new manual requires wear of the CAP uniform in both corporate and member owned aircraft when used in a CAP activity (11:1,90). This change, which added member owned aircraft, is not addressed in the current Level I Orientation Course. In fact, the course specifically states only the old policy of mandatory wear while flying in CAP corporate aircraft. The manual has 13 other changes, including new female uniform items and the phaseout of the white mess dress uniform. None of these changes are reflected in the current version of the course. Therefore, the content of the uniform section of the course does require updating.

The second analysis was accomplished on question two, "Is the system working?", using the same experience levels. Those with less than one year of experience were split, two said "Yes," one said "No," and one said "I don't know." Those with one to less than five years of experience were also split, two said "Yes" and six said "No." For those with five to less than 20 years of experience, three said "Yes," seven said "No," and one "I don't know." Finally, of those with 20 or more years of experience were evenly split at three "Yes" and three "No." The only real trend observed was that over 50 percent of the respondents felt the system was not working. However, conversation after the structured interviews indicated a significant portion of the respondents had augmented the course with slides from the previous course, rank boards, etc. Thereby, the author felt they were making an inadequate and outdated product work. This question was a control type question and was not required to support the needs assessment.

The third analysis was done on question three "Would a new CAP-USAF centrally-provided, training product provide better support?" The staff with less than one year of experience indicated one "Yes," one "No" and two "I don't know." Of those with one year to less than five years, all eight said "Yes" and of those with 20 and over years of experience, all six said "Yes." But of those with five to less than 20 years experience six said "Yes" and four said "No". The author is somewhat at a loss to explain the differences. The less than one year no's and I don't know's could be written off as a lack of experience. However, how does that

explain the four no's in the five to less than 20 year group? The author could only relate to the overall results of the 21 or 72 percent who said a new product would help. By eliminating the "I don't know" indications, the result rises to 81 percent and a represents a four to one, majority.

The next analysis was conducted reviewing the responses of region level personnel to wing level personnel (Figure 11). On question one "Is an update required?" the wing personnel stand out as a total block; all 16 interviewed indicated an update was required. Of the region USAF and CAP responses, ten said "Yes," two said "No," and one indicated "I don't know." Apparently, wing personnel are closer to the problem and are aware of the deficiencies in the existing program such as those in the uniform area indicated above.

On question two, "Is the system working?" the vote was split at the wing level, five yes's and 11 no's and at the region level, five yes's, six no's and two I don't know's. No trend was observed other than 69 percent of wing personnel thought the system was not working and at the region level only 55 percent thought the system was not working. This again may have resulted from the wing directors being closer to the issue, particularly since two of the region directors were unable to answer either way. This experience problem is especially critical at the USAF region level. Because of active duty commitments, the USAF staff rarely have more than three years experience in a given liaison staff position (36:--, 44:--, 45:--, 61:--, 63:--, 64:--).

On question three, "Would a new CAP-USAF centrally-provided, training product provide better support?", 21 wing personnel said "Yes," two said "No," and one indicated "I don't know." Of USAF and CAP region personnel, eight said "Yes," three said "No," and two said "I don't know." By eliminating the "I don't know" votes, 81 percent of the wing personnel felt a new training product would provide better support but only 61 percent of region personnel felt the same way. Overall results were reviewed previously.

The third major analysis was to further review questions one through three by CAP versus USAF responses (Figure 12). On question one, "Is an update required?" 22 CAP personnel said "Yes" and one said "No." Four USAF personnel said "Yes," one said "No," and one said "I don't know." Therefore, 96 percent of the CAP personnel indicated an update was required. Without the "I don't know" vote, only 80 percent of the USAF personnel felt an update was required. This comparison is not really fair because the USAF selection was a very small group and all but one had less than two years experience with CAP senior programs. Regardless of these limitations, the majority vote strongly supports the need for an update.

On question two, "Is the system working?" 14 CAP personnel said "No," eight said "Yes," and one said "I don't know." While USAF personnel provided three "No" votes, two "Yes" votes, and one "I don't



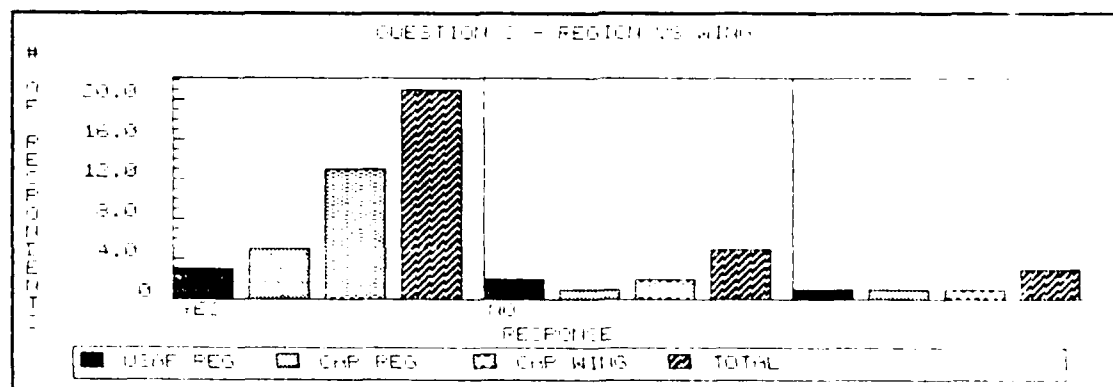
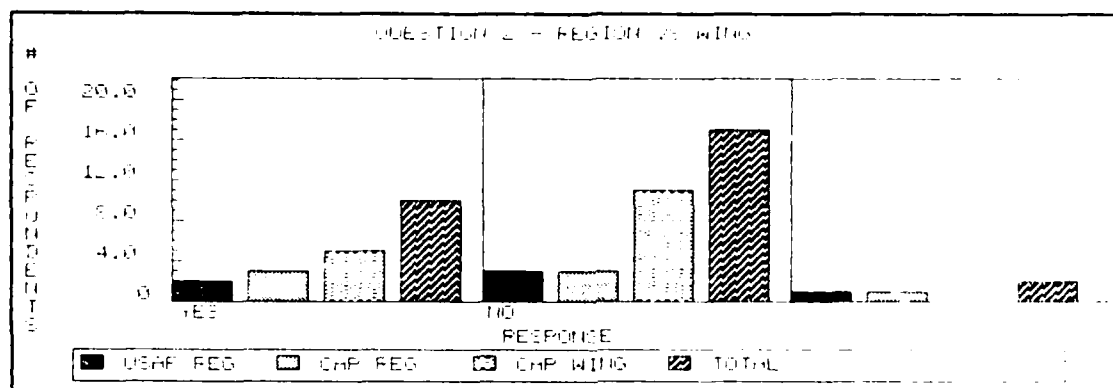
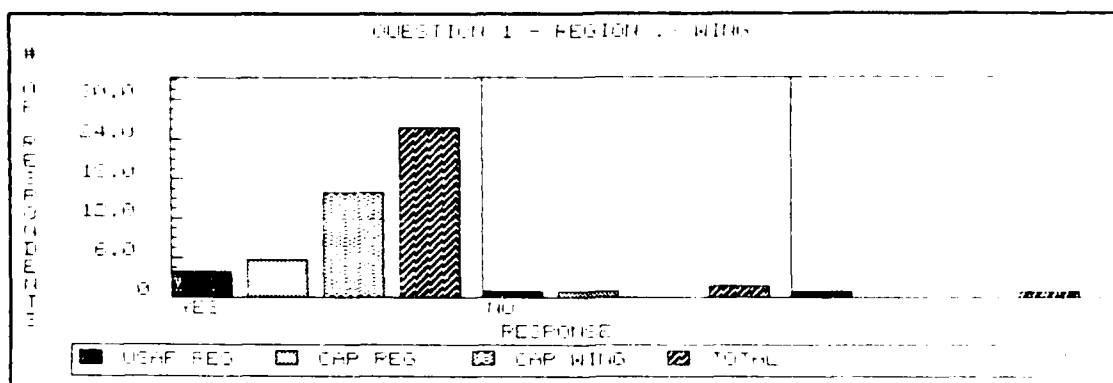
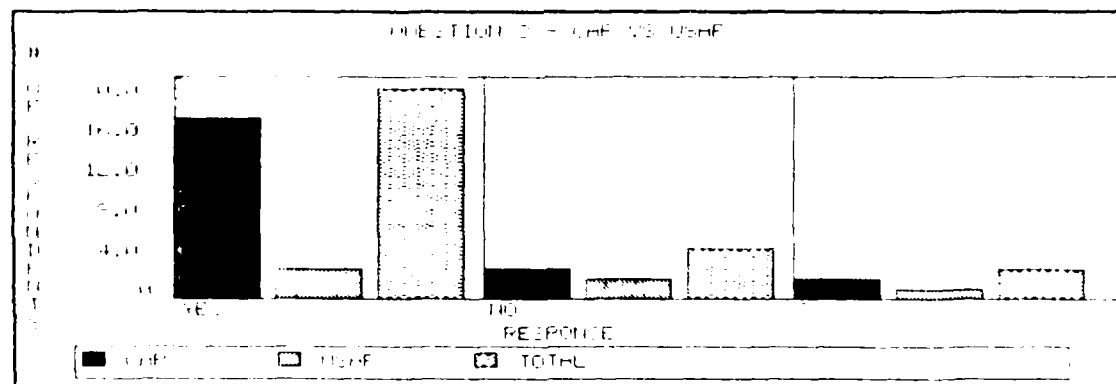
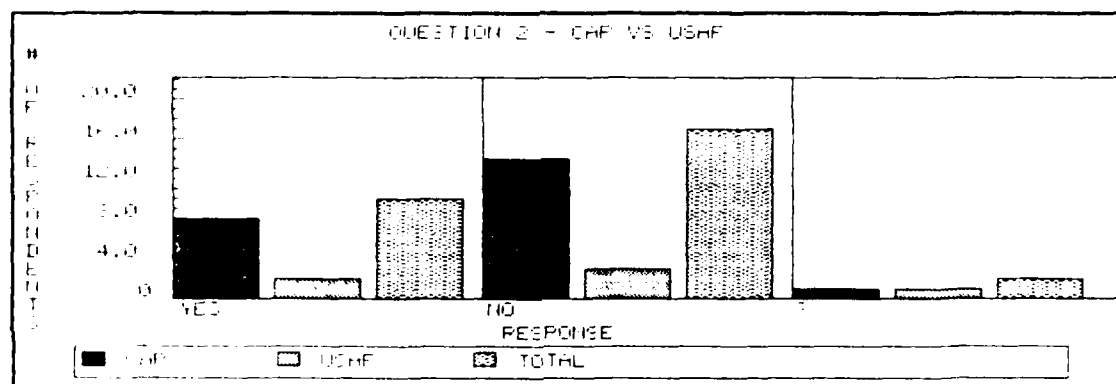
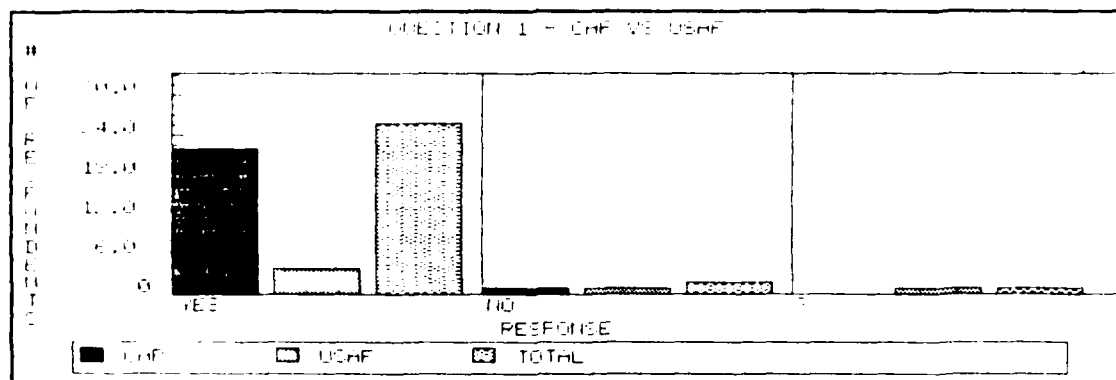


FIGURE 11



Continued

know" vote. If you ignore the "I don't know" votes, despite the lower experience level of USAF personnel, 60 percent of both the CAP and USAF personnel said the system was not working.

On question three, "Would a new CAP-USAF centrally provided, training product provide better support?" as indicated in every previous analysis, the votes were divided. Eighteen CAP personnel said "Yes," three said "No," and two said "I don't know." Three USAF personnel said "Yes," two said "No," and one said "I don't know." Therefore, ignoring the "I don't know" votes, 86 percent of the CAP personnel felt a new product would provide better support and 60 percent of USAF personnel felt the same way.

The fourth and final analysis of questions one through three was accomplished based on geographical location by region (Figure 13). Rather than list all these responses and risk boring the reader, if the reader will look at Figure 13 he can compare the results by region. Briefly, on question one the Great Lakes, North Central, Rocky Mountain Southeast, and Southwest regions were unanimous in indicating an update was required. Of the remaining three regions the majority felt an update was required.

On question two, as seen before, the results were divided throughout, however, the majority felt the current system was not working. On question three, North Central, Rocky Mountain, and Southeast regions were unanimous in their conviction a new training product would provide better support. However, the remaining five regions were split with a majority favoring a new training product. The overall results were as discussed previously. Since the interviews indicated an update is required and a centrally-provided training product would provide better support, the author will now discuss the learning goals required for such a product.

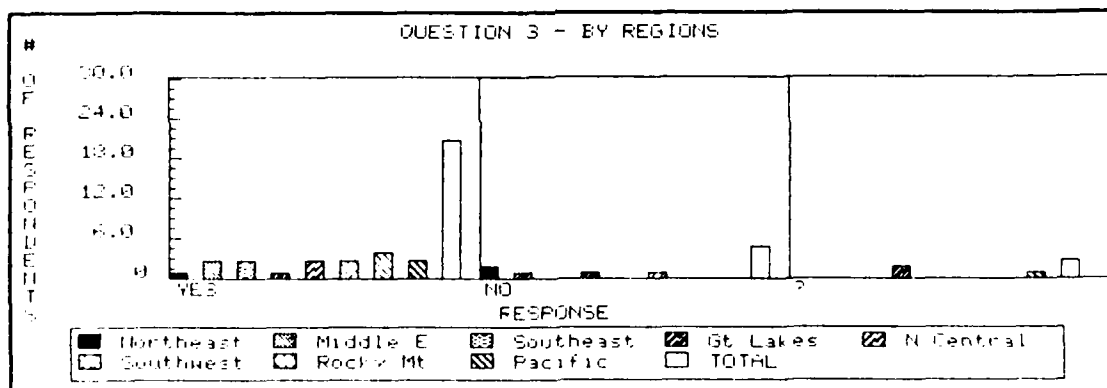
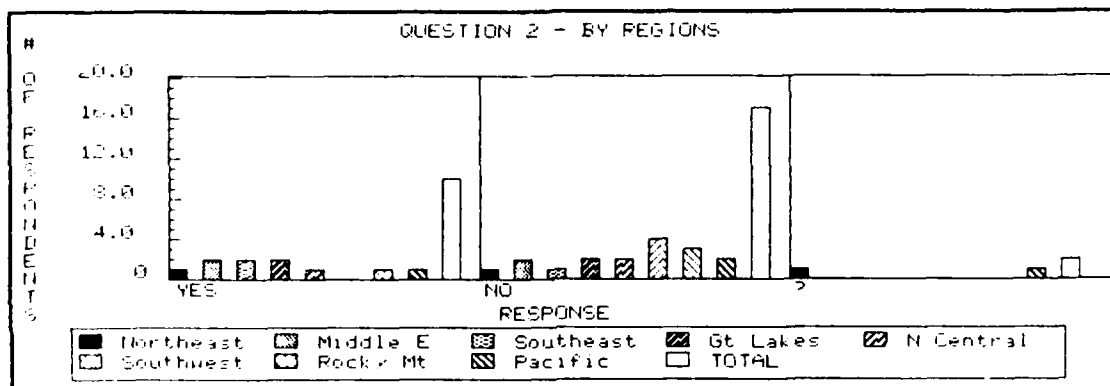
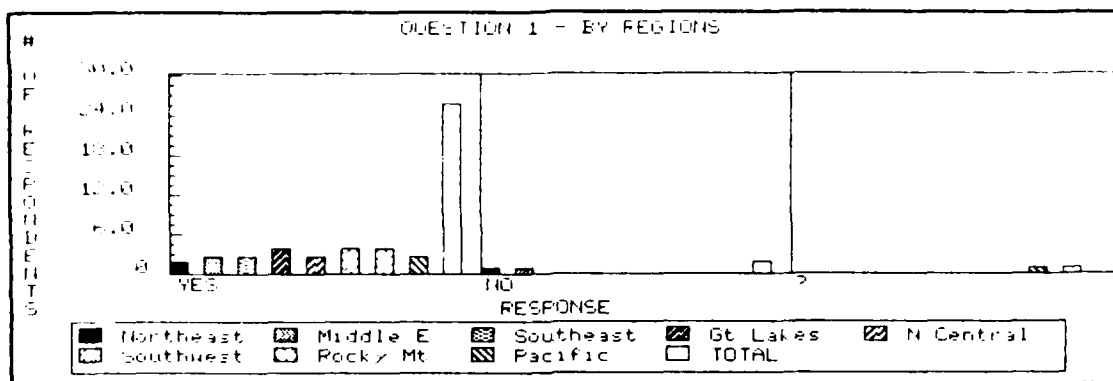


Figure 13

## Chapter Three

### DETERMINATION OF LEARNING GOALS

#### EVIDENCE OF NEED

Although the evidence of need is normally included in the analyze the requirements (determine learning goals) area of the instructional system development (ISD) process, the author devoted the previous chapter to this requirement. As indicated in chapter two, both the CAP National headquarters and all of the training staff interviewed felt the course needed updating for either content or format except for the one who did not know. The author feels this substantiates the need for a revised training product. The 80-percent-positive responses to question number three, when ignoring the three "I don't know" responses, indicate it is a training problem and a new standardized training product would provide better support.

#### JOB PERFORMANCE REQUIREMENTS LISTING

As a new senior member, the Level I Orientation Course is designed to orient a new senior member into the organization. After completion of the course, a new senior member

should be able to:

- a. List the purposes, missions, and programs of CAP.
- b. List the CAP chain of command and CAP's regional divisions.
- c. Differentiate between CAP corporate structure and the USAF structure of HQ CAP-USAF.
- d. Recognize CAP cadet insignia.
- e. Recognize CAP senior member insignia.
- f. Wear all items of uniform and insignia correctly.
- g. Observe correct CAP/military courtesy and protocol.

h. Demonstrate familiarity with the following items:

- (1) The origin and historic highlights of CAP.
- (2) The CAP cadet achievement program.
- (3) The five levels of the senior member training program.
- (4) The senior member's responsibility to set the example for cadets in dress and conduct.
- (5) The types of publications which inform and direct CAP members.
- (6) The CAP insurance program.
- (7) The member's own unit's history and current status within the wing. (18:10)

This comprehensive list of performance requirements was taken directly from the CAPM 50-17, CAP Senior Member Training Program. This list of performance requirements was developed over the last 15 years and represents, in the author's opinion, a good basic set of learning goals. To prove these general areas of study are appropriate the author asked two questions in his telephone interviews.

#### WHAT AREAS OF STUDY SHOULD BE DELETED?

Question number five states, "The present tape and slide show, very briefly, covers the following subjects: CAP history, CAP missions, CAP and CAP-USAF organizations, USAF support, wear of the CAP uniform, military customs and courtesies, an overview of the cadet and senior member training programs, and an introduction to CAP publications (Running time 1 hr 45 minutes). Should any of these subjects be deleted?" Every training staff member interviewed felt none of the subject areas should be deleted. Only one minor subarea, the mess dress uniform, was indicated by one staff member as not required for Level I. To get a 100 percent response on any question is extremely unlikely and I feel this is a tribute to CAP-USAF's dedicated work in previous years to hone the Level I down to only the basic needs. However, the next obvious question is "Are any of the basic needs missing?"

#### WHAT AREAS OF STUDY SHOULD BE ADDED?

Question number six, "Should any be added?" immediately followed the statement in question five listing the subject areas. In response to this question, 18 respondents, or 62 percent, said no additional areas should be added. This response was sufficient to indicate the current

subject area listing is comprehensive. However, of the remaining 11 respondents, only three recommended additions, i.e. close order drill, flag folding, the cadet abuse policy, and a quick introduction to inspection. The additional nine respondents indicated more emphasis should be given in the areas of customs and courtesies (3), wear of the CAP uniform (2), USAF support (2), emergency services (1), corporate structure (1), local unit organization (1) and publications (1). The author was previously asked by HQ CAP-USAF DCS, Training (CAP-USAF/TT) to include the new CAP policy concerning cadet abuse in the update so this issue will be added. The same person who indicated close order drill and flag folding should be added also indicated none of the previously listed subject areas should be deleted and that the course should run only three hours. In the author's opinion, as a 24 year member of CAP, an 18 year member of the armed services, a previous member of a CAP cadet drill team, and a previous member of a USAF base drill team, this is not possible in three hours. However, one wing director of senior programs indicated her wing had senior member encampments in the summer along with the cadet encampments. Inspections and drill were covered at this time (48:--). The author felt this is an excellent way to cover this type of subject.

Since 13 of the 29 respondents or 45 percent felt the course should run 4 hours, eight or 27.5 percent felt the course should run three hours, and eight or 27.5 percent felt the course should run six hours, the author felt four hours was the optimum course length. This would enable a larger wing to hold the course at a distant location and still permit driving time both ways without overtaking the new senior member.

Since the length of the course will be doubled from its present length, the areas recommended for added emphasis will be considered by the author when analyzing the skills and knowledge requirements in chapter four.

## Chapter Four

### DETERMINE EDUCATION REQUIREMENTS

#### SKILLS AND KNOWLEDGE REQUIRED

As developed in chapter three, the learning goals for an updated senior member Level I Orientation Course are indicated in CAPM 50-17 and were verified by a majority of the senior member training staff. These goals are listed below. The tasks presently covered in an up-to-date fashion in the current Level I Orientation Course are marked with a (C). Those tasks the author felt should be added to the course or require updating are marked with an (A). The author then took the goals and created objectives and appropriate samples of behavior for instructional purposes. These objectives and samples of behavior are listed under each learning goal.

1. Learning Goal. List the purposes, missions, and programs of CAP.

a. Objective. Know the purpose of CAP, the three Civil Air Patrol missions and the two types of CAP programs. (A)

(1) Sample of behavior. Identify the purpose of CAP. (C)

(2) Sample of behavior. List the three CAP missions. (C)

(3) Sample of behavior. Identify the five types of emergency services missions. (A)

(4) Sample of behavior. Identify the two types of active CAP members. (C)

b. Objective. Comprehend how a CAP mission is implemented and the relationships between CAP and the USAF Rescue and Coordination Center. (C)

(1) Sample of behavior. Identify who heads a CAP emergency services mission. (C)

(2) Sample of behavior. Explain how much of the USAF rescue and recovery mission is accomplished by CAP. (C)



c. Objective. Comprehend the scope of the CAP Senior and Cadet programs. (C)

(1) Sample of behavior. Identify the requirements to become a CAP senior member. (A)

(2) Sample of behavior. Identify the requirements to become a CAP cadet member. (C)

d. Objective. Comprehend CAP's responsibilities in the area of Aerospace Education. (A)

(1) Sample of behavior. Identify the two types of aerospace education. (A)

(2) Sample of behavior. Explain how CAP accomplishes its Aerospace Education mission. (C)

2. Learning Goal. List the CAP chain of command and CAP's regional divisions.

Objective. Comprehend how CAP is organized. (C)

(1) Sample of behavior. Identify the three types of CAP squadrons. (C)

(2) Sample of behavior. Identify how many wings are in CAP. (C)

(3) Sample of behavior. Identify how many regions are in CAP. (C)

(4) Sample of behavior. Explain how CAP regions are arranged geographically. (A)

3. Learning Goal. Differentiate between CAP corporate structure and the USAF structure of HQ CAP-USAF.

a. Objective. Comprehend the differences between the CAP corporate structure and the USAF structure of HQ CAP-USAF. (C)

(1) Sample of behavior. Identify the dual responsibilities of the CAP National Commander. (C)

(2) Sample of behavior. List the members of the National Executive Committee. (C)

(3) Sample of behavior. List the members of the National Board. (C)

b. Objective. Comprehend the organization of the USAF units

supporting CAP. (C)

(1) Sample of behavior. Identify the dual responsibilities of the Executive director of CAP. (C)

(2) Sample of behavior. Explain at what levels the USAF-CAP liaison offices exist. (C)

(3) Sample of behavior. Explain the functional relationship between HQ CAP-USAF and CAP National Headquarters. (C)

c. Objective. Comprehend the command relationships of the CAP. (C)

Sample of behavior. Explain how command authority flows from the CAP National Commander to a Squadron Commander. (C)

d. Objective. Comprehend how the functional chain of command operates. (A)

Sample of behavior. Explain how staff or functional area communication works within the chain of command. (A)

4. Learning Goal. Recognize CAP cadet insignia.

a. Objective. Know CAP cadet grade insignia. (C)

(1) Sample of behavior. Identify the cadet enlisted grade insignia. (C)

(2) Sample of behavior. Identify the cadet officer grades insignia. (C)

b. Objective. Know the types of CAP cadet specific insignia. (A)

(1) Sample of behavior. Identify the cadet shoulder mark insignia. (A)

(2) Sample of behavior. Identify the cadet shoulder board insignia. (A)

5. Learning Goal. Recognize CAP senior member insignia.

a. Objective. Know CAP senior member insignia. (A)

(1) Sample of behavior. Identify the senior member enlisted grade insignia. (A)

(2) Sample of behavior. Identify the senior member officer grade insignia. (C)

6. Learning Goal. Proper wear of the CAP uniform and insignia.
- a. Objective. Know the policy for wear of CAP uniforms. (C)
  - b. Objective. Know the proper CAP grooming standards. (C)
  - c. Objective. Comprehend how to properly wear CAP uniforms. (C)
    - (1) Sample of behavior. Explain the proper wear of male CAP service uniforms. (C)
    - (2) Sample of behavior. Explain the proper wear of female CAP service uniforms. (C)
    - (3) Sample of behavior. Explain the proper wear of the CAP fatigue uniform. (C)
    - (4) Sample of behavior. Explain the proper wear of male CAP dress uniforms. (C)
    - (5) Sample of behavior. Explain the proper wear of female CAP dress uniforms. (A)
    - (6) Sample of behavior. Explain the proper wear of the CAP jumpsuit. (C)
    - (7) Sample of behavior. Explain the proper wear of the CAP blazer uniform. (C)
    - (8) Sample of behavior. Explain the proper wear of the CAP summer uniform. (A)
    - (9) Sample of behavior. Explain the proper wear of CAP flying clothing. (A)
  - d. Objective. Comprehend the proper wear of CAP outer garments. (A)
    - (1) Sample of behavior. Explain the proper wear of the male lightweight blue jacket. (A)
    - (2) Sample of behavior. Explain the proper wear of the female lightweight blue jacket. (A)
    - (3) Sample of behavior. Explain the proper wear of the pullover sweater. (A)
    - (4) Sample of behavior. Explain the proper wear of the male raincoat/all-weather coat. (A)
    - (5) Sample of behavior. Explain the proper wear of the

female raincoat/all-weather coat. (A)

(6) Sample of behavior. Explain the proper wear of the male topcoat. (A)

(7) Sample of behavior. Explain the proper wear of the male overcoat. (A)

e. Objective. Comprehend the proper wear of awards and decorations on CAP uniforms. (C)

(1) Sample of behavior. Explain the proper wear of U.S. military awards on CAP uniforms. (A)

(2) Sample of behavior. Explain the proper wear of CAP awards on CAP uniforms. (C)

(3) Sample of behavior. Explain the proper wear of the U.S. decorations on CAP uniforms. (A)

(4) Sample of behavior. Explain the proper wear of the CAP decorations on CAP uniforms. (C)

(5) Sample of behavior. Explain the proper wear of the foreign decorations on CAP uniforms. (A)

(6) Sample of behavior. Explain the proper wear of miniature medals on the CAP dress uniform. (A)

(7) Sample of behavior. Explain where the order of precedence for awards and decorations can be found. (A)

f. Objective. Comprehend the proper wear of CAP insignia. (C)

(1) Sample of behavior. Explain the proper wear of CAP grade insignia. (A)

(2) Sample of behavior. Explain the proper wear of the CAP lapel and collar insignia (C.A.P. Cutouts). (A)

g. Objective. Comprehend the proper wear of CAP badges and devices. (A)

(1) Sample of behavior. Explain the proper wear of the CAP blue, three-line nameplate. (C)

(2) Sample of behavior. Explain the proper wear of aviation badges. (C)

(3) Sample of behavior. Explain the proper wear of senior member specialty insignia. (A)

(4) Sample of behavior. Explain the proper wear of the communicator's badge and patch. (A)

(5) Sample of behavior. Explain the proper wear of the emergency services qualification badge. (A)

(6) Sample of behavior. Explain the proper wear of the safety badge. (A)

(7) Sample of behavior. Explain the proper wear of the CAP cloth tape. (C)

(8) Sample of behavior. Explain the proper wear of cloth name tape. (C)

h. Objective. Know the CAP weight standards and their applicability to CAP senior and cadet members. (C)

7. Learning Goal. Observe correct CAP/military courtesy and protocol.

a. Objective. Comprehend the proper procedure for saluting. (C)

(1) Sample of behavior. Explain the reasons for saluting other CAP and military members. (C)

(2) Sample of behavior. Demonstrate a properly executed salute. (C)

(3) Sample of Behavior. Explain the proper procedure for showing respect to the United States flag, indoors and outdoors. (A)

(4) Sample of Behavior. Explain the proper conduct when the National Anthem is played while in uniform. (A)

b. Objective. Know the proper placement and display of the United States flag. (C)

c. Objective. Comprehend the courtesies extended by the junior to a senior officer. (C)

8. Learning Goal. Demonstrate familiarity with the origin and historic highlights of CAP.

a. Objective. Know the origin of CAP. (C)

(1) Sample of behavior. Identify the "father of CAP." (C)

(2) Sample of behavior. Identify the date CAP was formed. (C)

(3) Sample of behavior. Identify the public law and the year it was passed which incorporated CAP as a benevolent, nonprofit organization. (C)

(4) Sample of behavior. Identify the public law and the year it was passed which created CAP as the official auxiliary of the USAF. (C)

b. Objective. Know the historic highlights of CAP. (A)

Sample of behavior. Identify some of the missions performed by CAP during World War II. (A)

9. Learning Goal. Demonstrate familiarity with the CAP cadet achievement program.

a. Objective. Know the five phases of the cadet achievement program. (C)

b. Objective. Know how a cadet progresses through the achievement program. (C)

c. Objective. Know about the cadet activity program. (A)

10. Learning Goal. Demonstrate familiarity with the five levels of the senior member training program.

a. Objective. Know the five levels of the senior member training program. (C)

b. Objective. Comprehend how a senior member progresses through the senior member training program. (A)

11. Learning Goal. Demonstrate familiarity with the senior member's responsibility to set the example for cadets in dress and conduct.

Objective. Comprehend a senior member's responsibilities. (A)

(1) Sample of behavior. Explain the senior member's responsibility to set the example for the cadets. (C)

(2) Sample of Behavior. Explain the senior member's responsibilities in the area of cadet abuse prevention. (A)

12. Learning Goal. Demonstrate familiarity with the types of publications which inform and direct CAP members.

Objective. Comprehend the types of CAP publications. (A)

(1) Sample of behavior. List the types of CAP

publications. (C)

(2) Sample of behavior. Identify how each of the three types of CAP publications is used. (C)

(3) Sample of behavior. List the two CAP indexes. (A)

(4) Sample of behavior. Identify what can be found in each index. (A)

13. Learning Goal. Demonstrate familiarity with the CAP insurance program.

Objective. Know about the CAP insurance program. (A)

14. Learning Goal. Demonstrate familiarity with the member's own unit's history and current status within the wing (18:10). NOTE: This portion of the Level I Orientation course would be different for every unit and should be conducted by the instructor after completion of the standardized video tape.

15. Learning Goal. (Added by the author) Demonstrate familiarity with the types of support the USAF is permitted to give to CAP.

Objective. Comprehend the types of support the USAF is permitted to render to CAP. (A)

(1) Sample of behavior. Identify the three types of support rendered to CAP by the USAF. (C)

(2) Sample of behavior. Explain the responsibilities of CAP senior members when benefitting from this USAF support. (A)

(3) Sample of behavior. Explain how USAF support is limited by budget constraints. (A)

#### RATIONALE FOR CHANGES

The update requirements resulted from changes in Civil Air Patrol regulations and manuals or were the result of recommendations from the telephonic interviews. The reason for each update is indicated below and referenced to the appropriate paragraph number from the above listing. These subjects are either not covered at all in the current Level I Orientation Course or are covered in insufficient detail.

Objective 1.a. and sample of behavior 1.a.(3) - Update required by the addition of a customs mission in chapter 9 CAPR 55-1 (19:9-1 - 9-3).

Objective 1.d. and sample of behavior 1.d.(1) - Update required by a new CAPR 280-2 dated 2 Mar 87 which emphasizes the aerospace education

program, the responsibilities of every CAP member and the specific duties of the internal and external aerospace education officers (26:1,3-7).

Sample of behavior 2.(4) - Update required based on a comment in the telephone interviews which indicated the listing of all the wings in each region is a waste of time. A quick geographical orientation is sufficient. The instructor would then emphasize the wings in the new members region after completion of the standardized Level I training product (48:--). The author strongly agrees.

Objective 3.d. and sample of behavior 3.d.(1) - Update requested by HQ CAP-USAF DCS, Training (CAP-USAF/TT). The author agrees. Too often CAP members are constrained in their communications because they fail to understand functional area communications is authorized, without using the formal chain of command communication process.

Objective 4.b. and sample of behavior 4.b.(2) - Update required to add the description of CAP cadet specific insignia i.e. Shoulder Boards, Table 6-1 and Figure 6-12 CAPM 39-1 (11:60,68).

Objective 5.a. and samples of behavior 5.a.(1) and 6.f.(1) - Update required to add CAP Senior Member enlisted insignia, Figure 6-8 CAPM 39-1 (11:59,66).

Sample of behavior 6.c.(5) - Update required to add the proper wear of the new-style blouse (cotton/polyester) belted skirt, Table 2-2 CAPM 39-1 (11:29).

Sample of behavior 6.c.(8) - Update required by the addition of this new uniform combination designated the CAP summer uniform, paragraph 8-2 and Figure 8-1 CAPM 39-1 (11:88-89).

Sample of behavior 6.c.(9) - Update required by the new requirement to wear an American flag cloth emblem on the left shoulder, paragraph 9.7.a.(3) and Figure 9-1 CAPM 39-1 (11:91-92).

Sample of behavior 6.d. and samples of behavior 6.d.(1), 6.d.(2), 6.d.(4), 6.d.(5), 6.d.(6), 6.d.(7), and 6.f.(2) - Update caused by the new requirement to wear a CAP cutout on the epaulets of all outer garments, if senior member officer grade insignia are worn on the epaulets, except the service coat, Table 6-3 and Figure 6-20 CAPM 39-1 (11:75,78).

Samples of behavior 6.e.(1), 6.e.(3), 6.e.(5), 6.e.(6), and 6.e.(7) - Update required because the current course does not cover wear of nonCAP awards and decorations. In addition, it does not cover proper wear of miniature medals or the order of precedence for awards and decorations, chapter 5 CAPM 39-1 (11:50-58) and CAPR 39-3 (13:8-20).

Objective 6.g. and samples of behavior 6.g.(3), 6.g.(4), 6.g.(5) and



6.g.(6) - Update required by the addition of the new emergency services qualification badge and safety badge. Furthermore, the current course does not cover wear of the communicator's badge/patch or senior member specialty insignia for chaplains, medical and legal officers and nurses, Table 6-2 and Figures 6-25, 6-26, 6-27, 6-28 and 6-29 CAPM 39-1 (11:71-76, 81-82).

Objective 8.b. - The current course does not address CAP's World War II missions of target towing (4:92-97,105-110), searchlight target flying (4:98-99), and smoke chasing (4:172-184). It fails to indicate how deeply involved CAP was with all aspects of U.S. flying during this period including owning, managing or operating 215 airfields (2:45).

Objective 9.c. - Update required to address the types of activities senior members should plan for cadet squadrons (17:3). Although covered in detail in a Squadron Leadership School (SLS), a quick introduction would be beneficial and could be tied into a pitch for the next SLS by the course instructor.

Objective 10.b. - Update required by modified requirements for SLS and Corporate Learning Course (CLC) attendance for chaplains, change 1 to CAPM 50-17 (18:12-13).

Learning Goal 11 and associated objective and samples of behavior (2) and (3) - Update requested by HQ CAP-USAF DCS, Training to state the new CAP policy on cadet abuse prevention.

Learning Goal 12 and associated objective and sample of behavior (3) - Update required as the current course does not give sufficient detail on the use of CAPR 0-2 (6:1-8) and CAPR 0-9 (7:1-5) as references to locate information on any CAP subject, publication or material.

Learning Goal 13 and associated objective - Update required because the current course only lists the appropriate regulations and does not cover the CAP insurance program as required by paragraph 3-3.(6) CAPM 50-17 (18:10).

Learning Goal 15 and the associated objective and samples of behavior (2) and (3) - Update required in response to comments made during the telephone interview process (45:--)(63:--).

## Chapter Five

### ANALYSIS OF THE AUDIENCE

#### WHY ANALYZE THE AUDIENCE?

It is extremely important to analyze the audience for any training forum. By reviewing the age of the audience the author can understand what value systems are present and can tailor the training to be more effective. By looking at the sex of the audience, the author can determine if female uniforms should be included in the standardized course. Furthermore, he can determine if females represent a very small or very large percentage of the audience and the course can be configured to meet this need. By reviewing the educational level of the audience, the author can determine what educational level the course should be tailored for. By looking at the occupation of the audience, the author can select examples which would be relevant to that group and perhaps gain insight on a presentation approach. For this particular subject material, previous military experience and/or previous cadet experience are extremely important since wearing of the uniform, recognizing ranks and military customs and courtesies are a major part of the Level I Orientation. If a majority of senior members have this kind of experience then these areas would only have to be reviewed. If, however, most new senior members do not have military or prior cadet experience then these areas must be covered in detail.

#### AGE

According to Civil Air Patrol regulation a senior member must be at least 18 years old (12:3-1). However, no maximum age limit has been identified. Furthermore, it is common for CAP members to join after retiring from active business pursuits. Therefore, the age of a new senior member could be any age over 18. A computer run, provided by CAP National Headquarters, of new CAP senior members, with no prior cadet experience and who joined CAP in a one year period from October 1986 to September 1987, indicated an average age of 36. However, a review of the 10,558 member distribution indicates a strong peak in members aged 18-21, then a drop in years 22-25 and then a gradual increase to another peak in the 36-40 year group. The membership then declines gradually out to the 66-70 age group then levels off at low levels out to 80+ years (Figure 14). Except for the peak in the 18-21 year group this matches closely the results of an Air Command and Staff College research

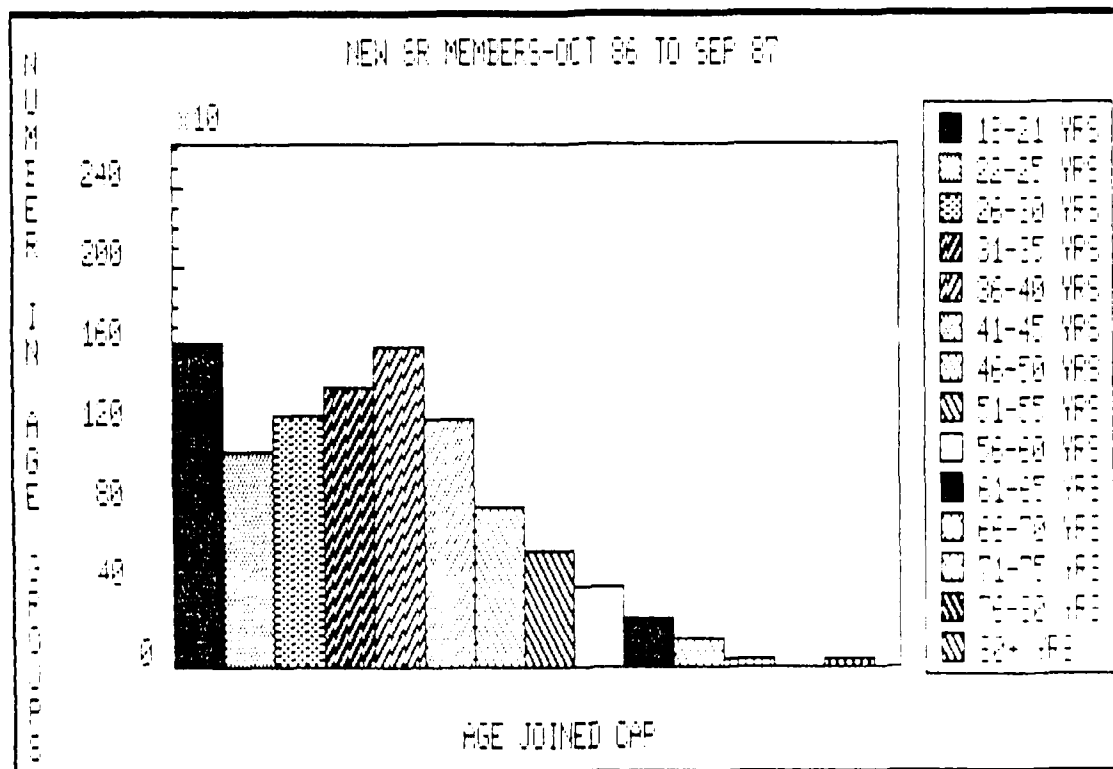


Figure 14

study conducted in 1977 by Captain Gary A. Lazarotti. His study of 881 respondents indicated a bell curve distribution of age ranging from five members who were 18 to 21 years old, with a peak of the curve at 50-55 years old where 14 members were located. The upper bound of the curve fell at the 65+ level with three respondents (33:20). Captain Lazarotti felt the average age fell between 41 and 55 (33:63). Based on this information, the author felt the course could not be tailored to any specific age group. The new CAP senior member would probably be either 18-21 or 36-40 but could be as old as 87 (19 members aged 87 joined in the year analyzed). Computer information was not available for the remaining analyses so Captain Lazarotti's survey was used as a baseline.

### SEX

Captain Lazarotti's survey had 739 male respondents and 139 female respondents (33:21). Within the limits of the survey, this would indicate 16 percent of new senior members are female and he concluded the average senior member was male (33:21,63). Therefore, the author felt both types of uniforms should be included in a single course.

### EDUCATIONAL LEVEL

In this category the outcome could be easily predicted. The largest segment of the respondents, 35 percent, had a high school education although "Many . . . had received technical training which could be equated to an associate or a bachelors degree ([These were] considered as high school [when plotted and analyzed]. . .)" (33:23). The second largest segment, or 25 percent of the respondents, had a bachelors degree (33:23). Third and fourth largest were almost evenly split between those with an associate degree, 14 percent, and those with a masters degree, 12 percent (33:23). The remaining 14 percent were low percentages on either end of the spectrum who had less than a high school education or a doctorate degree. This information indicated the course should be structured at the high school or slightly above level.

### OCCUPATION

Captain Lazarotti's survey indicated a wide divergence of occupations for new senior members. Only businessmen and educators were predominant with 16 percent and nine percent, respectively. Of the other twelve categories listed they all ranged from one to six percent except a catch-all category of "other" at 35 percent (33:24). This trend matches the authors experience and was brought home forcefully in one of the telephonic interviews. Major Frank Jershe, USAF-CAP North Central Liaison Region, made an interesting comment. He stated, "Remember the audience, they can be a corporate president to a farmer" (46: ). The author felt occupations of new CAP members were so diverse they could not be used as a course development factor.

### MILITARY EXPERIENCE

Once again Captain Lazarotti's study provides a look into this vital area. The respondents indicated the majority, or 56 percent, had no previous military service (33:25). In contrast, 38 percent did have prior military experience and 6 percent were presently on active duty (33:25). This conclusion led Captain Lazarotti to describe the new CAP senior member's military experience level with the following comment " . . . chances of having been in the military were about equal with having not been." (33:64) Therefore, the author used no military experience as the baseline to develop the level of detail.

### PREVIOUS CADET EXPERIENCE

This analysis of new senior members is important for the same reasons as military experience. Cadets are well drilled in the wearing of the uniform and military customs and courtesies, therefore the training in these areas would require only a review format. Captain Lazarotti's study indicates only 18 percent of new senior members had previous cadet experience and 82 percent did not (33:30). This information reinforces the baseline of no previous experience selected by the author.

## Chapter Six

### FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### FINDINGS

The results of Captain Lazarotti's survey indicates:

the average CAP senior member is a married man, between the ages of 41 and 55. He has graduated from high school and has continued his education. His occupation is of a professional type which relates back to his educational advancement. His chances of having been in the military were about equal with having not been. . . As a youth, he had been a member of a youth organization, but had probably not been a CAP cadet. (33:63-64)

Although this finding only generalizes the attributes of the average CAP member, it does provide the necessary elements for an analysis of the expected audience at a Level I Orientation Course. The marital status of a new member is of no interest in determining the content and detail required in the training course. However, the age, sex, educational level, prior military service and previous cadet experience information are extremely valuable. These factors indicate the amount and type of detail required, the level of instruction, and a frame of reference for holding audience interest.

The training staff interviewees were selected from a pool consisting of 68 region and wing senior training personnel. The selection of wing Directors of Senior Programs was made based on geographical location and size. However, using this process violates the "random sampling" requirement of most statistical theory and is therefore considered a "judgment sample." (3:57) As such, the statistical terms "confidence level" and "precision level" do not apply.

The only remaining task was to decide what percentage of respondents would validate a given position. The author interviewed most of the training personnel above the wing level and 30 percent of the training personnel at the wing level. As this represents over 25 percent of the training talent in Civil Air Patrol, the author felt if at least 85 percent of these respondents supported a position and he agreed; then the position was validated. Thereby, the author was able to capitalize on the many years of CAP senior member training experience available.

Based on this rationale, the 85 percent criteria was used.

Based on this 85 percent criteria, whether or not the present training program is working was unresolved. Only 35 percent said "Yes" which may indicate problems or poor question wording. Further deliberation beyond the scope of this research study would be required to determine what problems exist, if any. Furthermore, since a 90 percent majority felt the existing Level I Orientation Course requires updating, this must be accomplished first. Only after the new course has been fielded for a reasonable period could a study be accomplished to determine if this new system is working.

The question of, "Will a new training product help?" was supported by 72 percent of the respondents, but was not sufficient to meet the authors 85 percent criteria. Again, since 90 percent of the training personnel interviewed felt the current course needed updating, this can be evaluated again after an updated version of the course has been fielded.

The optimum length for the new video tape Level I Orientation Course was not completely resolved. However, 100 percent of the respondents felt the current course was too short and felt the new course should run from three to six hours. Therefore, the author set a goal of four hours and let the course material and detail set the actual time. If required, more refinement of the course length can be accomplished in the next revision of the course.

### CONCLUSIONS

Ninety percent of the training personnel interviewed felt an update was required either for content or format. In addition, the author pointed out specific areas where CAP regulation and manual updates conflicted with course content. Therefore, an update of the existing course is required. The VHS video tape format was selected by 90 percent of the training personnel interviewed and is the optimum format. Finally, the subjects covered by the course are right on target and only the amount of detail, emphasis, and currency require updating.

### RECOMMENDATIONS

The CAP Level I Orientation Course should be updated in a VHS video tape format. Furthermore, a review of the Level I training materials should be conducted annually and the video tape/exam updated to reflect changes in policy or information. This action will prevent future Level I courses from becoming outdated. The new course should have a preparation date placed on each video tape and the current date should be reflected in CAPR 0-2, Section D Visual Aids.

After the revised Level I Orientation Course has been fielded for at

least a year, another review of this training program should be conducted to verify adequacy of the new video tape and to determine how this system is working.



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## GLOSSARY

**Aerospace Education:** One of the three missions of the Civil Air Patrol with the objective to provide all Americans with an understanding and appreciation of aviation in our everyday lives.

**Cadet:** Young people who have either satisfactorily completed the sixth grade or, are between the ages of 13 and 21 (12:2-1; 14:22).

**Cadet Program:** One of the three missions of the Civil Air Patrol - "To prepare cadets to become dynamic Americans and aerospace leaders." (32:6)

**Cadet Squadron:** The Civil Air Patrol operational unit composed mainly of cadets with three or more senior members for supervision, administration, and training. These squadrons exist to accomplish the Civil Air Patrol cadet program mission (14:20; 32:7).

**CAP:** Abbreviation for Civil Air Patrol. The United States Air Force Auxiliary, a private, nonprofit corporation of a benevolent character, incorporated by the United States Congress on 1 July 1946 (36 USC 201-208). CAP and its members are an instrumentality of the United States for the purpose of Civil Liability while performing authorized missions for the U.S. Air Force (8:1).

**CAPM:** Abbreviation for Civil Air Patrol Manual. A directive and informative publication used to announce policies, direct actions and prescribe procedures (32:26; 7:1).

**CAPP:** Abbreviation for Civil Air Patrol Pamphlet. A nondirective, informative, publication (7:1).

**CAPR:** Abbreviation for Civil Air Patrol Regulation. A directive only publication used to announce policies, direct actions, and prescribe procedures. (32:25; 7:1).

**CAP-USAF:** The United States Air Force organization consisting of the civil service and active duty members of the U.S. Air Force who form the headquarters for the USAF-CAP Liaison Offices and serve the dual function as the Civil Air Patrol National Headquarters staff (8:1).

**Composite Squadron:** The Civil Air Patrol operational unit, consisting of a combination of senior and cadet members, which accomplishes all three of the Civil Air Patrol missions. This type of unit has both cadet and senior programs (14:20; 32:7).

**Corporate Learning Course:** A two-day Civil Air Patrol school, offered

at wing level and below, which addresses the mechanics of managing a squadron. It covers sixteen subjects including administration, plans and programs, personnel, safety, inspections, logistics, supply, operations, legal considerations, insurance, finance, cadet and senior training, public affairs, the chaplain, and aerospace education (18:5-2).

**DCS/Training:** (CAP-USAF/TT) The National Headquarters staff position responsible for Civil Air Patrol Training. Manned by an active duty U.S. Air Force officer (8:3).

**Director, Senior Program:** (CAP-USAF/TTN) The National Headquarters staff position responsible for senior member training. Manned by an active duty U.S. Air Force officer who is responsible to the DCS/Training (7:7).

**DCS/Senior Program:** The Civil Air Patrol region staff position responsible for senior programs including senior member training (8:10).

**Director of Senior Program:** The Civil Air Patrol wing staff position responsible for senior programs including senior member training (8:12).

**Executive Director:** The Executive Director of the Civil Air Patrol corporation who administers the programs of Civil Air Patrol in accordance with the resolutions of the National Board and the National Executive Committee. In addition, this individual serves as commander of Headquarters CAP-USAF. This position is filled by a senior, active-duty, U.S. Air Force officer appointed by the Secretary of the Air Force (8:5).

**Emergency Services:** One of the three missions of Civil Air Patrol which is accomplished in five areas: Search and Rescue, Civil Defense, Natural Disaster Relief, American Red Cross Support, and the Customs Mission (16:4-1, 6-1, 7-1; 19:8-1, 9-1).

**Group:** An organizational echelon of Civil Air Patrol established by a wing commander to permit effective supervision over squadrons and flights (14:20; 8:8). A group must consist of five or more squadrons (8:8).

**Great Lakes Region:** One of the eight Civil Air Patrol organizational echelons between the National Headquarters and the wings. Defined geographically it consists of the six wings located around the Great Lakes including Wisconsin, Illinois, Indiana, Kentucky, Ohio, and Michigan (8:5,7).

**Level I Orientation Course:** A Civil Air Patrol introduction for new senior members consisting of two parts. The first part is the study of manuals and pamphlets, together called the Senior Member

Handbook, at the squadron level. The second part currently consists of attendance at a seminar with a one hour and 45 minute slide and tape presentation (18:10).

**Middle East Region:** One of the eight Civil Air Patrol organizational echelons between the National Headquarters and the wings. Defined geographically it includes the seven wings of West Virginia, Maryland, Delaware, National Capital (District of Columbia), Virginia, North Carolina and South Carolina (8:7).

**National Board:** The governing body of the Civil Air Patrol consisting of the National Commander, the Executive Director, the National Vice Commander, the National Chief of Staff, the National Finance Officer, the National Legal Officer, the eight Region Commanders and the 52 Wing Commanders (8:1).

**NEC:** Abbreviation for the National Executive Committee (8:1).

**National Executive Committee:** A committee vested with all but two of the powers of the National Board to run the corporation when the National Board is not in session (8:1).

**National Headquarters:** The Civil Air Patrol Executive Director and his staff (8:1).

**Northeast Region:** One of the eight Civil Air Patrol organizational echelons between the National Headquarters and the wings. Defined geographically it consists of the nine wings in the Northeastern United States including Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, and New Jersey (8:5,7).

**Pacific Region:** One of the eight Civil Air Patrol organizational echelons between the National Headquarters and the wings. Defined geographically it includes the six wings of Washington, Oregon, Nevada, California, Alaska, and Hawaii (8:5,7).

**Region:** A Civil Air Patrol organizational echelon between the National Headquarters and the wings. The United States is divided geographically into eight regions (8:5).

**Region Liaison Office:** USAF-CAP Liaison Region - An office manned by civil service and active duty U.S. Air Force personnel for the purpose of providing advice and assistance to the Civil Air Patrol region commander and his Civil Air Patrol staff (8:5).

**Rocky Mountain Region:** One of the eight Civil Air Patrol organizational echelons between the National Headquarters and the wings. Defined geographically it includes the five wings of Montana, Idaho, Wyoming, Utah, and Colorado (8:5,7).

**Sector:** An organizational echelon of Civil Air Patrol established by a wing commander, as an extension of the wing headquarters staff, to permit effective supervision over extremely large geographical areas and groups. This echelon is normally not used in a wing with less than 100 squadrons and requires the region commander's approval to be used (8:5).

**Senior Squadron:** The Civil Air Patrol operational unit consisting of only senior members with no cadet program. These squadrons perform the emergency services and aerospace education missions (14:20; 32:7).

**Senior Member:** A member of Civil Air Patrol who was over the age of 18 when he became a member; or a cadet who transferred his cadet membership to senior membership when he was between the ages of 18 and 21.

**Squadron Leadership School:** A two-day Civil Air Patrol school, offered at wing level and below designed to prepare a senior member to be a leader in his squadron by enabling him to understand the basic functions of the CAP squadron. Subjects instructed include overviews of staff functions and specialty tracks, and seminars on leadership and squadron management techniques (32:22; 18:12).

**Southeast Region:** One of the eight Civil Air Patrol organizational echelons between the National Headquarters and the wings. Defined geographically it consists of the six wings including Tennessee, Mississippi, Alabama, Georgia, Florida, and Puerto Rico (8:5,7).

**Southwest Region:** One of the eight Civil Air Patrol organizational echelons between the National Headquarters and the wings. Defined geographically it includes the six wings of Arizona, New Mexico, Oklahoma, Arkansas, Texas, and Louisiana (8:5,7).

**Senior Program Officer:** A staff position located at the Group and Squadron Level which includes responsibility for senior training (8:15, 17, 19, 21, 23, 24).

**USAF-CAP Liaison Region:** USAF-CAP Liaison Region office - Manned by civil service and active duty U.S. Air Force personnel, this office provides advice and assistance to the Civil Air Patrol region commander and his Civil Air Patrol staff (8:5).

**Wing:** A Civil Air Patrol organizational echelon geographically defined. A state is equal to a wing with two exceptions. The District of Columbia is designated the National Capital Wing and the Island of Puerto Rico is designated a wing. Therefore, Civil Air Patrol has 52 wings (8:5).

**Wing Liaison Office:** USAF-CAP Liaison Office - Manned by two active duty U.S. Air Force personnel, this office provides advice and

assistance to the Civil Air Patrol wing commander and his Civil Air Patrol staff. This office is responsible to the commander of the USAF CAP Liaison Region in which his wing is located (8:5).

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## APPENDICES

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### Appendix A

#### TELEPHONE INTERVIEW FORMAT

Hello, I am Major Bruce Mc Connell from the Air Command and Staff College at Maxwell AFB, Alabama. If I can have 10 minutes of your time I'd like to ask you a few questions concerning the Civil Air Patrol Senior Member training program as part of a research project I am conducting on the Civil Air Patrol Level I Orientation Course.

Name: \_\_\_\_\_ Rank: \_\_\_\_\_

Organization: \_\_\_\_\_ Telephone # \_\_\_\_\_

How long have you been associated with CAP senior programs?  
\_\_\_\_\_ Years \_\_\_\_\_ Months

1. Do you feel the current Civil Air Patrol Level (CAP) I Orientation Course needs updating?

- a. Yes
- b. No

2. Do you feel the present system to teach Level I information at the squadron level and then show a one hour and 45 minute slide and tape show with an exam is working?

- a. Yes
- b. No

3. Do you feel a return to a more comprehensive, CAP-USAF, centrally-provided, training product would provide better training support?

- a. Yes
- b. No

4. What format do you feel would provide the best support for a standard Level I presentation.

- a. Cassette tape and 35mm slides



d. Overhead projector viewgraphs

e. VHS Video Tape

5. The present tape and slide show, very briefly, covers the following subjects: CAP history, CAP missions, CAP and CAP-USAF organizations, USAF support, wear of the CAP uniform, military customs and courtesies, an overview of the cadet and senior member training programs, and an introduction to CAP publications. (Running time 1 hr 45 minutes)  
Should any of these subjects be deleted?

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6. Should any be added?

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7. Based on your answer to the contents in questions #5 and #6, how long should the Level I training product run? (Note: The hours indicated will be formatted into 45-50 minute stand-alone instructional segments.)

a. 2 Hours

b. 3 Hours

c. 4 hours

d. 6 hours

8. Do you have any other comments which might assist in the development of a CAP-USAF provided Level I training product?

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Appendix B

PROPOSED VIDEO TAPE SCRIPT

FADE IN

SPLIT SCREEN - LEFT TOP QUARTER - SHUTTLE LAUNCH  
- RIGHT TOP QUARTER - CADET DRILL TEAM IN ACTION  
- BOTTOM HALF - CAP AIRCRAFT LAUNCHING/COMMUNICATIONS VAN  
  
- RUN FOR 45 SECONDS THEN FADE IN THE TITLE

"YOU AND THE CIVIL AIR PATROL"

FADE-TO OFFICE SCENE - SEATED AT A DESK IS THE FILM NARRATOR, IN A CIVIL AIR PATROL UNIFORM. A LARGE CAP SEAL HANGS OVER HIS HEAD ON REAR WALL WITH AN AMERICAN FLAG ON LEFT SIDE OF THE DESK AND THE CAP FLAG ON THE RIGHT OF THE DESK (27:8). NOTE: CONSIDER A FAMOUS NARRATOR WITH REAL CAP TIES. IF NOT AVAILABLE THEN USE AN AIR UNIVERSITY TELEVISION NARRATOR IN CAP UNIFORM. (HAVE CADET OFFICERS FROM THE MAXWELL COMPOSITE SQUADRON ON THE SCENE TO GO OVER HIS UNIFORM WITH A FINE TOOTH COMB TO ENSURE IT MEETS CAP STANDARDS. FURTHERMORE, ENSURE HE HAS A CLOSE HAIRCUT.) CAMERA ZOOMS IN ON NARRATOR.

NARRATOR: Hello, I'm Major \_\_\_\_\_, welcome to your introductory course in the Civil Air Patrol senior member training program. In the next few hours, we are going to introduce you to Civil Air Patrol (CAP) and help you to see where you fit into this great organization and how you can contribute to it. For each section of the course, I will give you the lesson objectives, therefore you will fully understand what you need to know for the examination at the end of this course. Each of the four sections will last from 45 to 50 minutes and we'll take a 15 minute break before the next section. Let's get started.

CAMERA REVERTS TO WIDE ANGLE AS NARRATOR STEPS FROM BEHIND THE DESK AND STANDS TO THE LEFT OF THE DESK. A SCREEN IN SCREEN OPENS ON STAGE LEFT OF THE NARRATOR WITH A LIST OF THE SUBJECT AREAS.

Introduction	- Customs and Courtesies
History	- Senior Member Training
Purpose and Missions	- Cadet Training
Organization	- Cadet Abuse Policy
USAF Support	- Publications
Uniforms	- Insurance
- Rank Structure	- Review and Summary

NARRATOR: Here are the subjects we will cover in the next four hours. Although this seems like a lot of material, our goal is not to make you an expert in each of these areas. Our objective is to introduce you to these subjects and make sure know where to look to find more information. In the first hour, we will cover the introduction, history, purposes, and missions of Civil Air Patrol. In the second hour, we will cover the organization of CAP, the CAP rank structures and start our coverage of CAP uniforms. In the third hour, we will complete our look at uniforms and examine customs and courtesies. Finally in our fourth hour, we will overview the cadet and senior member training programs, cover the CAP cadet abuse policy and give you a very short introduction to CAP publications and the CAP insurance program. We will conclude with a short review and summary.

SCREEN IN SCREEN FADES TO SLIDE OF HISTORY OBJECTIVES:

#### CIVIL AIR PATROL HISTORY

- Know the origin of CAP.
  - Identify the "Father of CAP."
  - Identify the date CAP was formed.
  - Identify the public law and the year it was passed which incorporated CAP as a benevolent, nonprofit organization.
  - Identify the public law and the year it was passed which created CAP as the official auxiliary of the USAF.
- Know the historic highlights of CAP.
  - Identify some of the missions performed by CAP during World War II.

NARRATOR: Here are the objectives for our look into CAP history. repeats objectives listed on the slide.

FADE TO A WORLD WAR II FOOTAGE OF A JUNKERS 87B STUKA BOMBING AND BLITZKRIEG. INTO THE DUNKIRK WITHDRAWAL (AIR FORCE STOCK FOOTAGE).

NARRATOR: On the first of September 1939, Adolf Hitler's ground forces invaded Poland with heavy backing from the German Luftwaffe. As a result, Great Britain declared war on Germany on the third of September 1939. The Germans "occupied" Denmark and Norway in early 1940. By June 1940, Germany had attacked and defeated the Netherlands, Belgium, Luxembourg and France.

TRANSITION INTO WW II FOOTAGE OF BATTLE OF BRITAIN (AIR FORCE STOCK

FOOTAGE).

NARRATOR: By early 1941, Germany was conducting repeated air raids over Great Britain. American civilian pilots and "aviation enthusiasts" could see the handwriting on the wall and, should it become necessary, felt civil aviation could provide valuable support to an American war effort (14:2).

FADE TO NARRATOR. SCREEN ON SCREEN OPENS ON HIS RIGHT WITH GILL ROBB WILSON STILL PICTURE.

Mr. Gill Robb Wilson, an aviation writer who is often called the father of the Civil Air Patrol, took a trip to Germany in 1938 (14:2). He returned to his home state of New Jersey and "pleaded" with Governor Edison to "organize and use [the states] civil air fleet as an augmentive force" in the coming war (14:2). Governor Edison approved the idea and Gill Robb Wilson formed the plan for the New Jersey Civil Air Defense Forces (14:2). This plan attracted the attention and approval of General H. H. "Hap" Arnold Chief of the Air Corps (14:2). Subsequently, Mr. Wilson's New Jersey plan formed the blueprint for the future Civil Air Patrol (14:2). "[Finally,] in April 1941, a formal plan was presented to President Roosevelt for the mobilization of the nation's civil air strength." (1:24) In May 1941, "the Office of Civilian Defense was established as an agency of the federal government with former New York Mayor, Fiorello H. LaGuardia, as its director." (14:2-3) Planning for a nationwide Civil Air Patrol was started in earnest and by October 1941 the plan was being reviewed by the U. S. Army Air Forces. A U.S. Army Air Forces board approved the plan and "Mr. LaGuardia signed a formal order creating the Civil Air Patrol on 1 Dec 1941" (Pause)

FADE TO VIDEO OF THE JAPANESE ATTACK ON PEARL HARBOR (AIR FORCE STOCK FOOTAGE)

NARRATOR: and on 7 Dec 1941, Japanese Naval Air Forces attacked Pearl Harbor and America was at war (14:3). One day later, Major General John Curry of the U.S. Army Air Corps was appointed CAP's first commander (31:11-4).

FADE TO NARRATOR

NARRATOR: America was not really ready for war. Army Air Corps assets were overtaxed and Naval defense forces were spread extremely thin along the 1200 mile eastern seaboard (1:24). With only a handful of antiquated subchasers, four blimps, less than 12 coast guard vessels, and an occasional military aircraft to guard the coast, the German U boats held the upper hand (1:24). From January to March 1942, fifty four tankers were sunk off the east coast of the United States and the War Department stopped releasing losses to the press, because of the severe damage to public morale (1:25). Gill Robb Wilson and Major General Curry felt strongly, if given the proper support, the new Civil

Air Patrol could patrol the coastal waters for submarines (1:25). But many people in Washington felt that a "rag tag bunch of civilian fly boys with nothing more than puddle jumper airplanes could make any contribution at all, much less deter Nazi U-boats." (1:25) But as the toll continued, the public demanded something be done. "CAP got its chance." (1:25) A 90 day test with three coastal patrol bases was authorized (1:25). The impact was so profound, that by August 1943 CAP was operating 21 bases all along the east and gulf coasts (14:5).

SCREEN ON SCREEN FADES TO A PICTURE OF CAP COASTAL PATROL BASE SUCH AS ON PAGE 31 OF "MINUTEMEN OF THE AIR."

Initially, the CAP aircraft could only chase the subs away by diving on them and call for help from military aircraft. In May 1942, a CAP patrol plane scared a U-boat commander so well, he accidentally beached his submarine for over thirty minutes. The CAP pilots overhead radioed continuously for help from armed military aircraft, but none arrived and the U-boat escaped.

SCREEN ON SCREEN OPENS AGAIN TO A STILL PICTURE OF CAP AIRCRAFT WITH BOMB SUCH AS THAT ON PAGE 28 OF "MINUTEMEN OF THE AIR" OR PICTURES OF DEPTH CHARGE WITH ZACK MOSLEY ON THE SECOND TO LAST PAGE OF PICTURES (UNNUMBERED IN "FLYING MINUTEMEN").

NARRATOR: As a result, CAP was authorized to carry either 100 pound demolition bombs or 325-pound depth charges, depending on the size of their puddle jumper (14:6; 2:29; 1:26). Their bomb sights were crudely constructed of cotter or hairpins and tin cans and in many instances the bombs fins had to be removed to prevent scraping the runway on takeoff (1:26; 2:28-29; 14:6).

SCREEN ON SCREEN FADES TO ARTIST CONCEPTION OF CAP PLANE BEHIND A U BOAT (SLIDE 15 OLD SHOW).

NARRATOR: In the 18 months CAP flew the coastal patrol, they flew over 24 million miles, sighted 173 U-boats, sank two and had several "probables" in a total of 57 attacks. Furthermore, they summoned numerous military surface and aircraft to make additional kills (1:28; 2:31-32).

SCREEN ON SCREEN FADES TO PICTURE OF A CAP COASTAL PATROL PLANE OVER LIFE RAFT IN THE ATLANTIC SUCH AS ON PAGE 33 "MINUTEMEN OF THE AIR."

NARRATOR: "They located 363 survivors of ship sinkings and aircraft crashes, and reported 91 ships in distress." (2:32) Twenty six CAP men lost their lives in these actions (2:32).

SCREEN ON SCREEN FADES

NARRATOR: But perhaps the real story of this CAP mission was best told at the end of World War II, when one of Adolf Hitler's high ranking

naval officers was interrogated by U.S. intelligence. "The officer was asked why the U-boat wolf packs had abruptly been withdrawn from off Americas coast in 1943." (1:28) His reply is a matter of record, quote, "It was because of those damned little red and yellow planes" unquote (1:28). CAP made a significant contribution to the all out war effort in many other ways. CAP flew 20,593 target-towing missions for gunnery crews and flew as nighttime searchlight targets (1:30; 2:50; 14:8-9). This was dangerous work, but CAP did the job. Seven more CAP flyers gave their lives flying these missions (1:30). CAP flew a southern border patrol, forest fire patrols, and provided an extensive air courier service for the Armed Forces and defense contractors (14:6-9). For the 2nd Air Force alone, ". . . CAP flew 3,451,851 pounds of urgent mail, spare parts, and training aids. . ." (2:49) All civilian airports had to be guarded, operated and maintained, CAP again met the task head-on. "At the end of World War II, no less than 215 airfields were owned, operated, or managed by local units of the Civil Air Patrol." (2:45) In addition, CAP proved extremely valuable in the search and rescue of downed flyers and in the completion of mercy missions. Both of these tasks are still CAP missions today. Due to CAP's notable mission accomplishment, on 23 April 1943, the Civil Air Patrol was transferred from the office of Civil Defense to the War Department and became the auxiliary of the Army Air Force (14:9). Following CAP's resounding successes during the war, in 1946, Congress passed Public Law 476 incorporating Civil Air Patrol as a benevolent, nonprofit, organization (31:11-5) and in 1948 passed Public Law 557 making CAP the official auxiliary of the United States Air Force (32:2). This completes our look into CAP's history and leads us into our discussion of the purposes, missions, and programs of CAP.

SCREEN ON SCREEN APPEARS WITH CAP MISSION OBJECTIVES SLIDE ONE.

- Know the purposes of CAP, the three Civil Air Patrol missions and the two types of active CAP members.
- Identify the purposes of CAP.
- List the three missions of CAP.
- Identify the five types of emergency services missions.
- Identify the two types of active CAP members.

NARRATOR: Lists the objectives and samples of behavior on slide one.

SCREEN ON SCREEN FADES TO CAP MISSION OBJECTIVES SLIDE TWO.

- Comprehend how a CAP mission is implemented and the relationships between CAP and the USAF Rescue Coordination Center.
- Identify who heads a CAP emergency services mission.

- Explain how much of the USAF rescue and recovery mission is accomplished by CAP.

NARRATOR: Lists the objectives and samples of behavior on slide two.

SCREEN ON SCREEN FADES TO OBJECTIVES SLIDE THREE.

- Comprehend the scope of the CAP Senior and Cadet programs.
  - Identify the requirements to become a CAP senior member.
  - Identify the requirements to become a CAP cadet member.
- Comprehend CAP's responsibilities in the area of Aerospace Education.
  - Identify the two types of aerospace education.
  - Explain how CAP accomplishes its Aerospace Education mission.

NARRATOR: Lists the objectives on slide three. These are the objectives for this portion of the course, now let's look at the five purposes of CAP as defined by the CAP constitution and bylaws.

FILM CLIP OF AN F-15, AN F-16, AND A B-1 (AIR FORCE STOCK FOOTAGE) - RUNNING TIME ABOUT ONE MINUTE - THEREFORE ABOUT 20 SECONDS FOR EACH AIRCRAFT. NOTE: FOR THE NEXT UPDATE PUBLIC AFFAIRS SHOULD GET PERMISSION TO SHOW SOME NEW CIVILIAN TYPE AIRCRAFT AND INCREASE THE RUNNING TIME TO TWO MINUTES.

NARRATOR: (WHILE FILM OF AIRCRAFT IS RUNNING) - "To provide an organization to encourage and aid American citizens in the contribution of their efforts, services, and resources in the development of aviation and the maintenance of aerospace supremacy." (32:3)

FILM CLIP OF CAP RESCUE OR PRACTICE RESCUE (NEEDS TO BE FILMED OR LOCATED BY CAP PUBLIC AFFAIRS) - RUNNING TIME 30-45 SECONDS.

NARRATOR: (WHILE THE FILM IS RUNNING) - "To encourage and develop by example the voluntary contribution of private citizens to the public welfare." (32:3)

FILM CLIP OR SCREEN ON SCREEN SLIDE OF SENIOR AND CADET AEROSPACE EDUCATION. (A SCENE OF NATIONAL CAPITAL MEMBERS IN THE SMITHSONIAN AIR AND SPACE MUSEUM WOULD BE IDEAL)

NARRATOR: "To provide aviation and aerospace education and training especially to its senior and cadet members." (32:3) Generally, a senior member is a CAP member over the age of 18 and a cadet is a CAP member aged 13 to 21. The overlap will be explained, when we discuss the cadet program later in this briefing.

FILM CLIP OF CIVIL AVIATION AIRCRAFT TAKING OFF - RUNNING TIME 30 SECONDS. NOTE: A MAXWELL AFB AERO CLUB AIRCRAFT TAKEOFF WOULD BE FINE, IF BASE BUILDINGS ARE NOT SEEN IN THE BACKGROUND.

NARRATOR: "To encourage and foster civil aviation in local communities." (32:3)

FILM CLIP OF CAP COMMUNICATIONS VAN AND/OR FILM CLIP OF A DIFFERENT CAP RESCUE OR PRACTICE THAN USED BEFORE - RUNNING TIME 30 - 45 SECONDS.

NARRATOR: "To provide an organization of private citizens with adequate facilities to assist in meeting local and national emergencies." (32:3)

FILM CLIP FADES BACK TO NARRATOR.

NARRATOR: From the five purposes of our organization, three major objectives or missions were developed. Now we'll look at CAP's missions.

SCREEN ON SCREEN OPENS TO MISSION SLIDE.

#### THE MISSIONS OF CIVIL AIR PATROL

- EMERGENCY SERVICES
- AEROSPACE EDUCATION
- THE CADET PROGRAM

NARRATOR: These then are the three missions of Civil Air Patrol. The emergency services mission grew out of the search and rescue, and mercy missions of World War II. The aerospace education mission encourages the optimum development of our aerospace capabilities, the maintenance of air supremacy, and the aerospace education and training of the public and CAP's senior and cadet members (26:1). The third and final mission is the cadet program with the goal to "Prepare [our] cadets to become dynamic Americans and aerospace leaders." (32:6)

SCREEN ON SCREEN FADES TO EMERGENCY SERVICES SLIDE.

#### EMERGENCY SERVICES

##### SEARCH AND RESCUE

- NATURAL DISASTER RELIEF
- CIVIL DEFENSE
- AMERICAN RED CROSS SUPPORT

##### CUSTOMS MISSION



NARRATOR: Emergency services missions are divided into five areas; first, search and rescue.

SCREEN ON SCREEN OF SEARCH AND RESCUE SLIDES, 1 - EMERGENCY SERVICES PATCH (SLIDE 33 OLD SHOW), 2 - AIRCRAFT FLYING OVER CRASHED PLANE (SLIDE 30 OLD SHOW), 3 - SLIDE OF SEARCH TEAM IN ACTION, 4 - CAP AIRCRAFT LANDING (SLIDE 47 OLD SHOW), 5 - SLIDE OF AIR FORCE RESCUE COORDINATION CENTER, 6 - MISSION COORDINATOR DIRECTING A MISSION (SLIDE 27 OLD SHOW WOULD DO, IF A BETTER ONE IS NOT AVAILABLE), 7 - SUNDOWN PATROL (SLIDE 20 CURRENT SHOW).

NARRATOR: (SLIDE ONE) Search and rescue can involve searches for (SLIDE TWO) downed aircraft, (SLIDE THREE) lost hunters, or (SLIDE 4) missing persons. "Civil Air Patrol personnel (SLIDE 5) fly four out of every five search hours directed by the Air Force Rescue Coordination Center thereby saving this country millions of dollars annually." (32:4) "The Air Force simply doesn't have small aircraft that fly low and slow." (31:11-8) Civil Air Patrol "puddle jumpers" meet this requirement. (SLIDE 6) Directing every CAP mission is a CAP officer, called a mission coordinator, who is well trained in emergency services and is appointed by the wing commander (32:4). (SLIDE 7) "Some wings assist the Coast Guard and Coast Guard Auxiliary by performing 'sundown patrols', [at lakes and coastline,] looking for boaters in need of assistance." (32:5)

SCREEN ON SCREEN FADES TO NATURAL DISASTER RELIEF SLIDES 1- ARTISTS CONCEPTION OF AIRCRAFT OVER FLOOD WATERS (SLIDE 37 OLD SHOW) 2 - CAP MOBILE COMMUNICATIONS CENTER

NARRATOR: (SLIDE 1) The second area of emergency services missions is disaster relief. This can involve aiding flood victims as shown here, or providing aid and assistance to the survivors of other natural disasters such as hurricanes, tornadoes or severe snow storms. CAP uses its aircraft for searching and damage assessment. It uses its ground teams for sand bagging operations, clearing debris, and food distribution. (SLIDE 2) But, its extensive communications network is one of its best disaster relief capabilities. CAP is the only nationwide, disaster-relief organization in the United States which can increase the communications capability of a stricken area.

NARRATOR: Our next mission area is civil defense.

RUN FILM CLIP OF A HYDROGEN BOMB BLAST (AIR FORCE STOCK FOOTAGE) - RUNNING TIME APPROXIMATELY ONE MINUTE. FADE BACK TO NARRATOR.

NARRATOR: Hopefully this CAP capability will never be exercised but CAP stands ready should the United States ever be attacked. Any attack against the United States, "using bombs, shellfire, atomic, radiological, chemical, bacteriological or biological means or other weapons or processes" could result in a need for CAP's civil defense capabilities. In order to utilize both civil aviation pilots and

aircraft in a national emergency, the Federal Aviation Administration has developed the State and Regional Disaster Airlift plan known as SARDA.

SCREEN ON SCREEN OPENS WITH 1 - SARDA ORGANIZATIONAL CHART FROM PAGE 25 CAPM 50-15. CAP BLOCKS ARE COLORED IN YELLOW WITH COORDINATOR'S LINE IN THE CAP BLOCKS HIGHLIGHTED IN BLUE AND THE SARDA DIRECTORS BLOCK HIGHLIGHTED IN ORANGE, 2 - SARDA ORGANIZATIONAL CHART FROM PAGE 27 OF CAPM 50-15 WITH CAP UNITS HIGHLIGHTED IN BLUE, FEMA OFFICES IN YELLOW, AND STATE SARDA EOC IN ORANGE, 3 - PICTURE OF CAPM 50-15 ON LIGHT BLUE BACKGROUND.

NARRATOR: On a civil defense mission, (SLIDE ONE) the mission coordinator or coordinators, shown here in blue, report directly to the state SARDA director, shown here in orange. The SARDA Director will normally request CAP support through his SARDA representative in the state Emergency Operations Center or EOC. In a number of states, the deputy state SARDA director is the CAP wing commander, as indicated in this chart for the state Tennessee. (SLIDE TWO) In-turn, the state EOC, shown here in orange, would receive requests from the Federal Emergency Management Agency's Regional Emergency Operations Center, shown here in yellow, and relay them to CAP field units, shown in blue. We don't expect you to know all of this information, just grasp the main idea that CAP will have a different chain of command, through state authorities, when employed on a Civil Defense mission. For more detailed information on this subject, (SLIDE THREE) you can refer to chapter six of CAP Manual 50-15, which goes into great detail on command relationships in national emergencies. CAP's civil defense missions could include all aspects of search and rescue and disaster relief missions, with additional emphasis on aerial reconnaissance and damage assessment, radiological monitoring, decontamination, and emergency communications (16:28-29; 32:4).

FILM CLIP OF CAP CREW WITH READY AIRCRAFT RECEIVING BLOOD OR ORGAN MATERIALS FROM AN AMERICAN RED CROSS MEMBER - RUNNING TIME ONE MINUTE.

NARRATOR: (WHILE FILM CLIP IS RUNNING) Our next mission area is American Red Cross Support.

The American Red Cross furnishes medical supplies, material, and personnel to assist relief activities during disaster and emergency situations. They also have programs to collect, process, and distribute blood and blood products and to retrieve and provide human organs and tissues for transplantation. CAP has agreed to provide ground and air transportation, communications, and manpower to assist the Red Cross in relief operations. CAP may also provide ground and air transportation for Red Cross blood, blood products, and organs, as well as for Red Cross tissue-retrieval technicians and human tissues. (To comply with Civil Liability requirements,) CAP will not provide transportation for

organ retrieval technicians except in a lifesaving situation; then only when an Air Force-authorized mission number has been issued and the mission is controlled by AFRCC. (19:8 1)

This relatively new CAP mission accounts for numerous "SAVES" every year. A save is defined as the preservation of a human life as a result of CAP emergency service force actions (19:1-3).

AT THE END OF THE FILM CLIP, THE SCREEN FADES BACK TO THE NARRATOR.

NARRATOR: The final area of emergency services activities is the CAP customs mission. "Civil Air Patrol (CAP), with the concurrence of the U.S. Air Force, has agreed to support the U.S. Customs Service in a program of air reconnaissance to assist in locating illicit drug traffic." (19:9-1) This program has a number of limitations which are covered in Chapter 9 of CAP regulation 55-1. If your unit is involved in this mission and you desire to volunteer to assist, see your Unit Commander or Director of Operations for details. We'll now move to our second mission, Aerospace Education.

FADE FROM NARRATOR TO AN AEROSPACE EDUCATION TITLE SLIDE. THEN, RUN FIVE-SECOND, FLASH-TYPE, FILM CLIPS OF A WRIGHT BROTHERS BIPLANE, A WORLD WAR II BIPLANE, A PIPER TRIPACER, A CESSNA 172, A PIPER COMANCHE, A CESSNA 150, A LOCKHEED JETSTAR, A PIPER CHEROKEE, A GATES LEARJET 23, AND A GRUMMAN GULFSTREAM II (CLIPS FROM CIVILIAN COMPANIES OR THE SMITHSONIAN AIR AND SPACE MUSEUM). CONTINUE WITH MILITARY AVIATION FILM CLIPS OF: A BREWSTER F2A BUFFALO, A CURTISS P-40 OR P-40B WARHAWK, A LOCKHEED P-38 LIGHTNING, A GRUMMAN 4F WILDCAT, A VOUGHT CORSAIR F4U-1, A REPUBLIC P-47D THUNDERBOLT, A NORTH AMERICAN P-51 MUSTANG, A REPUBLIC F-84 THUNDERSTREAK, A NORTH AMERICAN F-86 SABRE, A NORTH AMERICAN F-100 SUPER SABRE, A LOCKHEED F104 STARFIGHTER, A NORTHROP F-5 FREEDOM FIGHTER, A MCDONNELL F-4 PHANTOM II, AND A MCDONNELL F-15 EAGLE (ALL FORCE HISTORICAL AND STOCK FOOTAGE). FOLLOW WITH SPACE FILM CLIPS OF: A REDSTONE MERCURY LAUNCH, AN ATLAS MERCURY LAUNCH, A TITAN II GEMINI LAUNCH, A SATURN IB APOLLO LAUNCH, A SATURN V APOLLO LAUNCH, A SATURN V SKYLAB LAUNCH, AND A SPACE SHUTTLE LAUNCH. - TOTAL RUNNING TIME, APPROXIMATELY ONE MINUTE 35 SECONDS.

NARRATOR: (WHILE THE FILM CLIPS ARE RUNNING) "In 1946, CAP recognized aviation education as one of its important missions. Now called aerospace education, the objective is to provide all Americans with an understanding and appreciation of aviation in our everyday lives." (32:5) The aerospace education program is divided into two separate programs, the internal program, for "CAP membership, both senior and cadet," (26:1) and an external program for "the general public." (26:1). In the internal program, "senior members study the textbook 'Aerospace: The Challenge'" (32:5) in a voluntary course called the Aerospace Education Program for Senior Members or AEPSM. This course has its own senior member achievement award and is separate from the senior member training program that we will cover later in this course. Cadets use the textbook "Horizons Unlimited," by chapter, in various

achievements. We'll cover this concept, in more detail, when we look at cadet training. "The external education program is accomplished through teacher workshops, primary and. . . [secondary]. . . school enrichment programs, and general public information. CAP sponsors almost 200 workshops for interested educators and teachers, providing them with basic aerospace knowledge and methods they can apply in their own classrooms." (32:5) Furthermore, CAP publishes numerous educational materials for school use.

SCREEN ON SCREEN OPENS WITH SLIDE OF AN EARLY CADET FORMATION (SLIDE 9 CURRENT COURSE)

NARRATOR: The final CAP mission is the cadet program. During the war years, "the wartime activities [of CAP] attracted the attention of young people, who gathered around airports asking questions and offering their help. CAP began a formal youth program in 1942, using cadet assistance at airfields, and, through a pilot oriented ground school, began preparing them to become licensed pilots." (32:2) To join CAP as a cadet, the applicant must be 13 to 18 years old or have satisfactorily completed the sixth grade. The applicant must be enrolled in or graduated from a private or public school or college with a satisfactory record of academic achievement. He or she, must be single, not be a member of the active duty Armed Forces and must be a United States citizen or an alien admitted for permanent residence. "Cadets who become members before their 19th birthdays may retain their cadet status until they reach 21 years of age." (12:2-1) If married, a member of the active duty Armed Forces, or past their 19th birthday, the applicant must join as a senior member (12:2-1).

SCREEN ON SCREEN FADES TO SLIDE OF CADETS DURING AN AEROSPACE EDUCATION EVENT (SUCH AS AN AIRSHOW OR AT ANY AEROSPACE MUSEUM).

NARRATOR: Since ". . . 1970, the cadet mission of CAP. . ." has become "to prepare cadets to become dynamic Americans and aerospace leaders." (32:6) The cadet program is designed to help cadet members "grow mentally and physically." (31:11-11).

SCREEN ON SCREEN FADES TO 1 - A CADET AT A COMMUNICATIONS CONSOLE, 2 - A CADET GROUND TEAM IN ACTION, 3 - CADET ON FLIGHT LINE DUTY, 4 - CAP MISSION SLIDE (SUCH AS SLIDE 25 CURRENT SHOW).

NARRATOR: (SLIDE ONE) Although cadets under 18 years old are not permitted to fly on Air Force authorized missions (CAPR 60-1 paragraph 4-2b), they often form the backbone of the ground support for these operations. Cadets act as radio operators, traffic controllers, (SLIDE TWO) ground search team members, (SLIDE THREE) serve as flight line and administrative personnel, and serve in numerous other critical positions. (SLIDE FOUR) "These, then are the three on-going missions of Civil Air Patrol, Emergency Services, Aerospace Education and (the) Cadet Program. . . ."

SCREEN ON SCREEN FADES TO INTERIM SUMMARY SLIDES 1 - CAP HISTORICAL HIGHLIGHTS #1, 2 - CAP HISTORICAL HIGHLIGHTS #2, 3 - FIVE TYPES OF EMERGENCY SERVICES MISSIONS, 4 - EMERGENCY SERVICES MISSIONS, 5 - TWO TYPES OF ACTIVE MEMBER PROGRAMS, 6 - GENERAL REQUIREMENTS TO BE A CAP MEMBER, 7 - TWO TYPES OF AEROSPACE EDUCATION.

CAP HISTORICAL HIGHLIGHTS #1 (1)

- FATHER OF CAP - MR GILL ROBB WILSON.
- CAP WAS FORMED UNDER THE OFFICE OF CIVIL DEFENSE ON 1 DEC 1941.
- PUBLIC LAW 476, PASSED IN 1946, INCORPORATED CAP AS A BENEVOLENT NONPROFIT CORPORATION.
- PUBLIC LAW 557, PASSED IN 1948, MADE CAP THE AUXILIARY OF THE UNITED STATES AIR FORCE

CAP HISTORICAL HIGHLIGHTS #2 (2)

CAP S WORLD WAR II MISSIONS

- COASTAL PATROL
- BORDER PATROL
- AIR COURIER SERVICE
- TARGET TOWING AND SEARCHLIGHT PRACTICE
- SEARCH AND RESCUE
- FOREST FIRE PATROL
- MERCY MISSIONS

FIVE TYPES OF EMERGENCY SERVICES MISSIONS (3)

- SEARCH AND RESCUE
- NATURAL DISASTER RELIEF
- CIVIL DEFENSE
- AMERICAN RED CROSS SUPPORT
- CUSTOMS MISSION

#### EMERGENCY SERVICES MISSIONS (4)

- HEADED BY A MISSION COORDINATOR
- AIR FORCE AUTHORIZED MISSIONS ARE CONTROLLED BY THE AIR FORCE RESCUE COORDINATION CENTER (AFRCC)
- CAP FLIES FOUR OUT OF EVERY FIVE MISSIONS DIRECTED BY THE AFRCC

#### TWO TYPES OF ACTIVE MEMBER PROGRAMS (5)

- SENIOR PROGRAMS
- CADET PROGRAMS

#### GENERAL REQUIREMENTS FOR MEMBERSHIP (6)

- SENIOR - AN AMERICAN CITIZEN OR RESIDENT ALIEN APPROVED FOR PERMANENT RESIDENCE, WHO IS AGED 18 OR OVER.
- CADET - A SINGLE, AMERICAN CITIZEN OR ALIEN APPROVED FOR PERMANENT RESIDENCE, AGED 13 TO 18 OR WHO HAS COMPLETED THE SIXTH GRADE.  
(NOTE: AT AGE 18 A CADET HAS THE OPTION OF TRANSFERRING TO SENIOR MEMBERSHIP OR REMAINING A CADET UNTIL AGE 21, PROVIDED THE CADET DOES NOT GET MARRIED OR JOIN THE ACTIVE DUTY ARMED FORCES AT WHICH TIME HE OR SHE, MUST BECOME A SENIOR MEMBER.)

#### TWO TYPES OF AEROSPACE EDUCATION (7)

INTERNAL

- EXTERNAL

SCREEN ON SCREEN FADES TO THE NARRATOR.

NARRATOR: Well, my watch says its time to take our first break. Your local instructor will tell you when to return.

PROPOSED VIDEO TAPE SCRIPT - PART 11

CAMERA DIRECTED ON THE NARRATOR.

NARRATOR: Welcome back to your introductory course on the Civil Air Patrol. During this session, we are going to look at the organization of Civil Air Patrol, what support the Air Force provides CAP, CAP rank structures, and begin our coverage on CAP uniforms. We will begin our look at the CAP organization by reviewing our first objective slide for this section.

SCREEN ON SCREEN OPENS WITH ORGANIZATION OBJECTIVES CHART ONE.

- Comprehend how CAP is organized.
- Identify the three types of CAP squadrons.
- Identify how many wings are in CAP.
- Identify how many regions are in CAP.
- Explain how CAP regions are arranged geographically.

NARRATOR: Presented here is the first of our four objective charts for this area. We'll talk about them one at a time so you won't get confused. (Narrator lists the objectives and samples of behavior listed on chart one.)

SCREEN ON SCREEN FADES TO ORGANIZATIONAL CHART FROM PAGE 2 OF CAPM 20-1.

NARRATOR: Here is an overall view of the dual organizational lines for both the Air Force side of CAP (Narrator points to left side of the chart from top to bottom) and the CAP side (Narrator points to the right side of the chart from top to bottom). I realize this looks very formidable, but we'll take it a piece at a time. First, you need to understand the command structure concept of a "chain of command." Each lower organizational commander has a commander he is responsible to. As indicated here, a squadron commander (Points to the CAP cadet squadron box on the chart) is responsible to the group commander (Points to the CAP groups box) who in-turn is responsible to the wing commander (Points to the CAP wings box on the chart) and so on. For example, if a staff officer is unable to solve a problem at his level, he takes it to his supervisor, and if the supervisor is unable to solve it, he takes it to the commander, and if the commander can't solve it then he would take it to the next higher commander. This would continue until the problem reaches a level where it can be solved. This is how the "chain of command" is used effectively. Next, let's look at CAP flights and squadrons and then work our way up the chain of command. "Like the Air Force, CAP is organized into levels of command and responsibility called ECHELONS." (32:7).

SCREEN ON SCREEN IMAGE CHANGES TO HIGHLIGHT THE CAP FLIGHT BOX IN YELLOW.

NARRATOR: A CAP unit with less than 15 members, but more than eight members can be designated as a flight; however, it must be assigned to a larger parent unit (8:8). (Narrator points to the flight box on the chart.) Separate flights are relatively unusual; therefore, the basic operational unit of CAP is the squadron. (32:7)

SCREEN ON SCREEN IMAGE CHANGES TO HIGHLIGHT ONLY THE THREE SQUADRON BOXES IN YELLOW.

NARRATOR: A squadron must have 15 or more members. CAP has three types of squadrons: cadet, senior, and composite. (Narrator points to each type box on the chart.)

SCREEN ON SCREEN FADES TO 1 - SENIOR MEMBER SQUADRON SLIDE (SUCH AS SENIOR EXITING AIRCRAFT FROM OLD SLIDE SHOW), 2 - CADET SQUADRON FORMATION WITH SENIOR COMMANDER ADDRESSING UNIT, 3 - SCENE FROM A COMPOSITE SQUADRON INVOLVING BOTH SENIORS AND CADETS.

NARRATOR: (SLIDE ONE) A senior squadron has only senior members with no cadet program. This type of squadron performs two of CAP's missions, emergency services and aerospace education. (SLIDE TWO) A cadet squadron is composed primarily "... of cadets with three or more senior members for supervision, administration, and training." (32:7). This type of squadron performs all three of CAP's missions; however, the cadets must perform the emergency services mission in ground capacities only as indicated in our previous session. (SLIDE THREE) A composite squadron has a combination of both cadet and senior members. This type of squadron has two internal chains of command, one for the cadet portion of the squadron and one for the senior portion of the squadron; furthermore, it conducts both senior and cadet programs. Therefore, a composite squadron performs all three of CAP's missions.

SCREEN ON SCREEN FADES TO SAME CHART WITH THE THREE SQUADRON BOXES HIGHLIGHTED IN YELLOW. NARRATOR POINTS TO ALL THREE BOXES AS HE SPEAKS.

NARRATOR: The CAP squadron is where the missions of CAP are accomplished or if you prefer where "the rubber meets the road." "All higher echelons (in CAP) exist to support our squadrons." (32:7).

SCREEN ON SCREEN FADES TO ORGANIZATIONAL CHART FROM PAGE 19 OF CAPM 50-1 WITH THE GROUP BOX HIGHLIGHTED IN YELLOW. NOTE: THE CAP SEAL ON THE RIGHT SIDE NEEDS TO BE UPDATED TO THE NEW SEAL AND THE EIGHT IN THE REGION BOX AND THE 52 IN THE WING BOX SHOULD NOT APPEAR UNTIL THOSE UNITS HAVE BEEN DISCUSSED. NARRATOR POINTS TO THE GROUP BOX AS HE SPEAKS.

NARRATOR: The echelon of group is used to improve command and control in very large wings with many squadrons. A group consists of at least



tive squadrons under a group commander with a small staff (14:20).  
"Less than half of our wings use the Group echelon. . . ." (32:8).

SCREEN ON SCREEN FADES TO SAME CHART WITH THE SECTOR BOX HIGHLIGHTED IN YELLOW. NARRATOR POINTS TO THE SECTOR BOX AS HE SPEAKS.

NARRATOR: The echelon of sector is used only in extremely large wings where efficient command and control is difficult over a large geographic area (14:20). Sectors are not common, ". . . only a very few large, heavily populated wings use sector designations." (32:8).

SCREEN ON SCREEN FADES TO SAME CHART WITH THE WING BOX HIGHLIGHTED IN YELLOW. NARRATOR POINTS TO THE WING BOX AS HE SPEAKS.

NARRATOR: A CAP wing is equivalent to a state with only two exceptions: the District of Columbia and Puerto Rico. Therefore, CAP has a total of 52 wings (32:8). "Unit commanders within each wing are appointed by the wing commander [Narrator points to all the boxes below wing level]. In those wings using the group structure, [Narrator points to group box] wing commanders appoint group commanders and group commanders in turn appoint squadron commanders." (32:8). The wing commander also appoints his staff to assist him in conducting wing business. Wing commanders are elected to their positions by the National Executive Committee (NEC), which we will discuss shortly. (8:19)

SCREEN ON SCREEN FADES TO SAME CHART WITH THE REGION BOX HIGHLIGHTED IN YELLOW. NOTE: THE NUMBER 52 FIRST APPEARS IN THE WING AND WING LIAISON BOXES ON THIS CHART. NARRATOR POINTS TO THE REGION BOX AS HE SPEAKS.

NARRATOR: A CAP Region is a geographic collection of wings and CAP has a total of eight (14:17).

ENTIRE SCREEN FADES TO COLOR MAP OF THE UNITED STATES WITH THE CAP REGIONS DEPICTED IN VARIOUS COLORS. A STAR OR OTHER INDICATOR LIGHTS UP IN EACH REGION AS IT IS DISCUSSED.

NARRATOR: The regions are named by their location in the United States or their proximity to a major geographical feature. From left to right, the Pacific Region, which includes Alaska and Hawaii, shown in (COLOR). Rocky Mountain Region shown in (COLOR), Southwest Region shown in (COLOR), North Central Region shown in (COLOR), Southeast Region which includes Puerto Rico shown in (COLOR), the Great Lakes Region shown in (COLOR), the Middle East Region, which includes the National Capital wing, shown in (COLOR), and finally, the Northeast Region shown in (COLOR). Your local instructor will outline and discuss your region following the taped portion of this course.

SCREEN ON SCREEN FADES TO SAME CHART WITH THE NATIONAL COMMANDER BOX AND HIS PICTURE HIGHLIGHTED IN YELLOW. THIS CHART IS THE FIRST TIME THE

NUMBER EIGHT APPEARS IN THE REGION AND REGION LIAISON BOXES. NARRATOR POINTS TO THE NATIONAL COMMANDER AS HE SPEAKS.

NARRATOR: At the top of the CAP chain of command is the National Commander, who appoints the region commanders and has a small staff (32:9). When elected as the National Commander, the incumbent is promoted to the grade of CAP brigadier general. This the only general officer position in the CAP organization. Now, it's time for us to look at our next objectives slide.

SCREEN ON SCREEN FADES TO ORGANIZATIONAL OBJECTIVE CHART TWO.

- Comprehend the differences between the CAP corporate structure and the USAF structure of HQ CAP-USAF.
- Identify the dual responsibilities of the CAP National Commander.
- List the members of the National Executive Committee.
- List the members of the National Board.

NARRATOR: Lists the objectives on the slide. Now, let's look at CAP's two governing bodies.

SCREEN ON SCREEN FADES TO SAME CHART WITH THE NATIONAL BOARD AND NEC BOX HIGHLIGHTED IN YELLOW. NARRATOR POINTS TO THIS BOX AS HE SPEAKS.

The highest governing body in CAP is the National Board. "The Board meets at least once annually to elect the National Commander and National Vice Commander, consider and make changes in the Constitution and Bylaws, and review reports on Civil Air Patrol activities." (32:10). The Board is composed of the National Commander, the National Vice Commander, the corporate finance and legal officers, the eight region commanders, the fifty two wing commanders and (continued below)

SCREEN ON SCREEN FADES TO CHART WITH THE EXECUTIVE DIRECTOR, HIS BOTTOM HALF, AND THE EXECUTIVE DIRECTOR HALF OF HIS BOX HIGHLIGHTED IN YELLOW.

an active duty "... Air Force officer, appointed by the Secretary of the Air Force, known as the executive director." (32:10) (Narrator points to executive director on the chart.)

SCREEN ON SCREEN RETURNS WITH NEC PORTION OF THE BOX HIGHLIGHTED IN YELLOW.

The National Executive Committee or NEC acts as the CAP corporation's board of directors. It has all the powers of the National Board except the capability to elect the National Commander and Vice Commander, and the power to amend Constitution or Bylaws of the corporation (8:1).

The NEC reviews reports, appropriates and raises funds, supervises investments, negotiates contracts, approves budgets, accounts for expenditures, and a host of other functions when the National Board is not in session (14:18-19). The corporation has a very small number of corporate employees: a national administrator, who represents the National Commander on a daily basis, the National Legal Officer, who is the full time corporate legal counsel, the National Comptroller, and a small staff to handle paperwork and operate the CAP bookstore.

SCREEN ON SCREEN FADES TO THE SAME ORGANIZATION CHART WITH THE EXECUTIVE DIRECTOR, BOTH HATS, AND ALL OF HIS COMMANDER HQ CAP-USAF AND EXECUTIVE DIRECTOR BOX HIGHLIGHTED IN YELLOW.

NARRATOR: Now its time to look at the Air Force side of CAP. The Executive Director, who you remember is an active duty Air Force officer appointed by the Secretary of the Air Force, wears two hats. In industry, it is common practice to place one of the board of directors of a parent corporation on the board of directors of a subsidiary, to ensure the interests of the parent company are considered. As the executive director of CAP, this officer represents the interests of the United States Air Force within the CAP governing bodies. His second hat or responsibility is to act as commander of CAP-USAF. In this capacity, he is the military commander for the active duty U.S. Air Force personnel and civilians in the CAP National Headquarters and the CAP Liaison structures at the region and wing levels. The Executive Director position is an Air Force brigadier general billet. Lets continue with objective slide number three.

SCREEN ON SCREEN FADES TO ORGANIZATIONAL OBJECTIVE CHART THREE.

Comprehend the organization of the USAF units supporting CAP.

- Identify the dual responsibilities of the Executive director of CAP.
- Explain at what levels the USAF-CAP liaison offices exist.

Explain the functional relationship between HQ CAP USAF and CAP National Headquarters.

NARRATOR: Lists the objectives on chart number three.

SCREEN ON SCREEN FADES TO THE ORGANIZATIONAL CHART ON PAGE 2 OF CAPM 20-1 WITH THE HEADQUARTERS CAP-USAF/NATIONAL HEADQUARTERS CAP BLOCK HIGHLIGHTED IN YELLOW.

NARRATOR: As you can see in this diagram, the U.S. Air Force personnel and civilians in Headquarters CAP-USAF also wear two hats since they also serve as members of the National Headquarters CAP staff.

SCREEN ON SCREEN FADES BACK TO ORGANIZATIONAL CHART FROM PAGE 19 CAPM

50-1 WITH PREVIOUS CORRECTIONS NOTED AND A DOTTED LINE ADDED RUNNING FROM THE HQ CAP-USAF/NATIONAL HQ CAP BLOCK TO A THE LINE BETWEEN THE NATIONAL BOARD BLOCK AND THE REGION BLOCK. THE REGION LIAISON OFFICE BLOCK AND WING LIAISON BLOCKS ARE HIGHLIGHTED IN YELLOW.

NARRATOR: Each CAP region and wing has an Air Force Liaison office to assist the respective CAP commander and his staff.

SCREEN ON SCREEN FADES TO ORGANIZATIONAL CHART FROM PAGE 2 OF CAPM 20-1 WITH 1 THE HEADQUARTERS AIR UNIVERSITY BOX HIGHLIGHTED IN YELLOW. 2 - UNITED STATES AIR FORCE BLOCK HIGHLIGHTED IN YELLOW.

NARRATOR: (SLIDE ONE) As commander of CAP-USAF, the executive director reports to the commander of the Air University in his U.S. Air Force chain of command. The Air University is a U.S. Air Force major command. (SLIDE TWO) In turn, the commander of the Air University is responsible to the Air Force Chief of Staff in Washington, DC. To complete our look at the CAP organization, here is our final objective chart.

SCREEN ON SCREEN FADES TO ORGANIZATIONAL OBJECTIVE CHART FOUR.

- Comprehend the command relationships of the CAP.

- Explain how command authority flows from the CAP National Commander to a Squadron Commander.

- Comprehend how the functional chain of command operates.

- Explain how staff or functional area communication works within the chain of command.

SCREEN ON SCREEN REVERTS TO THE FINAL VERSION OF THE ORGANIZATIONAL CHART FROM PAGE 19 OF CAPM 50-1 WITH NO HIGHLIGHTS.

NARRATOR: This then is the complete chain of command. As we have discussed, command authority on the CAP corporation side flows (narrator points to each block as it is discussed.) from the National Commander, to the eight region commanders, to the 52 wing commanders, to the sector, group, and squadron commanders, and finally to the flight leader. This forms the chain of command. If a problem exists, then this is how it would be elevated until it was resolved.

SCREEN ON SCREEN FADES AND THE CAMERA FOCUSES ON THE NARRATOR.

NARRATOR: The functional chain of command exists to solve functional area specific problems without bothering the commanders. For example, if a squadron senior programs officer had a senior programs specific problem. If he could not find an answer at the squadron level, he could contact the Group Senior Programs Officer to see if he could get an answer to his question. Since this is operating in the functional chain of command it is not considered a breach of courtesy. The functional

chain of command operates at all levels, however, each functional officer should routinely deal only with the functional officer at the next higher command level. That completes our look at the CAP organization. Next, we'll look at the support provided to CAP by the U.S. Air Force.

SCREEN ON SCREEN OPENS WITH THE OBJECTIVE SLIDE.

- Comprehend the types of support the USAF is permitted to render to CAP.
- Identify the four types of support rendered to CAP by the USAF.
- Explain the responsibilities of CAP senior members when benefitting from this USAF support.
- Explain how USAF support is limited by budget constraints.

NARRATOR: Reads the objectives.

SCREEN ON SCREEN FADES TO THE SUPPORT SLIDE.

#### U.S. AIR FORCE SUPPORT

##### FACILITIES

##### MATERIAL ASSISTANCE

##### AIRLIFT

NARRATOR: (While the slide is on) CAP receives direct support from the United States Air Force in three major areas: facilities, material assistance, and airlift.

VIDEO OF CAP MEMBERS IN 15 SECOND SEGMENTS, 1 - IN AN AIR FORCE CLASSROOM WITH INSTRUCTOR USING AUDIOVISUAL DEVICE, 2 - DEPARTING A BAQ OR BOQ, 3 - CAP MEMBERS GOING THROUGH THE LINE IN AN AIR FORCE DINING FACILITY, 4 - CADETS BEING TRANSPORTED IN AN AIR FORCE BUS DURING AN ENCAMPMENT - RUNNING TIME ONE MINUTE. (NOTE: SUBSTITUTE SLIDES COULD BE USED HOWEVER FOR THE NEXT UPDATE A VIDEO SHOULD BE AVAILABLE.)

NARRATOR: "Facilities" means the use of military physical resources for official activities such as meetings, training, and emergency services work. Included are such things as housing and meals on government installations, use of available rooms or buildings, and transportation on-base during activities." (32:12). This support can be provided only on a space-available basis. Air Force mission requirements must come first.

VIDEO ENDS AND CAMERA RETURNS TO NARRATOR. SCREEN ON SCREEN OPENS WITH SLIDES 1 - EXCESS RADIO EQUIPMENT SUCH AS THE MOTOROLA HT'S USED BY THE

NATIONAL CAPITAL WING. 2 - AN EXCESS VEHICLE SUCH AS AN AMBULANCE, JEEP OR TRUCK. 3 - ONE OF THE NEW COMMUNICATIONS VANS BOUGHT WITH APPROPRIATED FUNDS. 4 - AIRCRAFT BOUGHT WITH APPROPRIATED FUNDS.

NARRATOR: (SLIDE ONE) Material assistance from the Air Force comes in two different ways. "Under public law 557, the U.S. Air Force is authorized to screen excess (U.S. Government) property for transfer to Civil Air Patrol." before it is sold at auction (32:12). (SLIDE TWO) "Items (normally) transferred include vehicles, light utility aircraft, . . . communications, office, and field equipment." (32:12). (SLIDE THREE) The second way is for the Air Force to receive appropriated funds for specific CAP needs. This communications van is an example of an appropriated funds purchase, (SLIDE FOUR) as is this aircraft. However, this type of funding is very scarce. The Air Force and sympathetic congressmen worked for many years to get this funding for CAP. It is in no way guaranteed and in a government austerity environment could be cut or eliminated in any given year. CAP must show Congress and the American people it can properly use, account for, and maintain this appropriated fund equipment. Any adverse incident involving this equipment could result in an immediate end of appropriated fund support.

VIDEO OF CAP MEMBERS BOARDING A C-130 AIRCRAFT (NEEDED) THEN SHIFT TO A C-130 TAKEOFF (AIR FORCE STOCK FOOTAGE) - RUNNING TIME ONE MINUTE TEN SECONDS.

Military airlift is an extremely scarce commodity. Regular Air Force units requesting airlift support, for day to day activities, are only supported about 30 percent of the time. Therefore, airlift to support CAP activities is "never guaranteed and should always be considered as a windfall," it provided (32:12). Airlift is normally requested a year in advance to support major national CAP activities, such as the National Board meeting, National Staff College, Cadet Officer School, the National Cadet Competition and cadet encampments. However, immediate military requirements, weather, mechanical breakdowns, etc can result in nonsupport either on the departure or return leg of a trip. Members using airlift should always be prepared to use commercial flights, if airlift is not supported. When airlift is provided, the Military Airlift Command, expects the supported unit to fill all the seats requested. Airlift coordinators should have sufficient standby personnel available to fill any no-show seats. If a CAP unit would like to request airlift or orientation flight support from a local military active duty or reserve unit, this request must be made through the appropriate U.S. Air Force wing liaison office. To travel on military airlift, a transportation authorization or TA signed by the wing liaison officer, is required.

VIDEO ENDS AND THE CAMERA RETURNS TO THE NARRATOR.

NARRATOR: You now know how CAP is organized and the three types of support it receives from the U.S. Air Force. Next, we are going to look at the CAP rank structure and then transition into our look at CAP

uniforms.

SCREEN ON SCREEN OPENS WITH THE FIRST RANK STRUCTURE OBJECTIVE SLIDE.

NARRATOR:

- Know CAP cadet grade insignia.
    - Identify the cadet enlisted grade insignia.
    - Identify the cadet officer grade insignia.
    - Know the types of CAP cadet specific insignia.
  - Know CAP senior member insignia.
    - Identify the senior member enlisted grade insignia.
    - Identify the senior member officer grade insignia.
- Comprehend the proper wear of CAP airman grade insignia.
- Explain the proper wear of CAP cadet airman grade insignia.
  - Explain the proper wear of CAP senior airman grade insignia.

NARRATOR: First, we'll look at the CAP cadet grade structure, then we'll move on to the senior grade structure. Our objectives are. . . (narrator lists the objectives on the slide).

SCREEN ON SCREEN OPENS TO A COLOR CHART OF THE CAP CADET AIRMAN GRADE INSIGNIA SIMILAR TO FIGURE 6-9 CAPM 39-1.

NARRATOR: (Points to each grade on the slide as he discusses it.) Here are the CAP cadet airman grades. A cadet earns a promotion for every achievement, he or she completes. We'll discuss the achievement process later, when we talk about cadet training. Cadet airman grade insignia are readily recognizable by the shield in the center of the stripes containing an American flag and the three bladed CAP propeller. The title of the grade for the number of stripes is the same for senior members and Air Force enlisted personnel up to six stripes. However, every cadet grade is preceded by the word cadet. For example, this single stripe is the cadet airman grade, two stripes for a cadet airman first class, three for cadet sergeant, four for cadet staff sergeant, five for cadet technical sergeant, and finally six for cadet master sergeant.

SCREEN ON SCREEN FADES TO CHART INDICATING HOW THE CADET GRADES ARE WORN SIMILAR TO FIGURE 6-10 CAPM 39-1, INCLUDE A PICTURE OF CAP CUTOUTS SIMILAR TO THE TOP SECTION OF FIGURE 6-19 CAPM 39-1.

NARRATOR: Cadet grade insignia are constructed of metal and worn opposite to a CAP cutout as seen here, depending on the uniform. This is what a metal CAP cutout looks like. If you need more information on the wear of any uniform item, you can find it in CAP manual 39-1, Civil Air Patrol Uniform Manual. Now, let's look at the CAP senior member airman grades.

SCREEN ON SCREEN FADES TO A COLOR CHART OF SENIOR MEMBER AIRMAN GRADE INSIGNIA SIMILAR TO THE TOP HALF OF FIGURE 6-8 CAPM 39-1.

NARRATOR: CAP senior member airman grade insignia are exactly the same as U.S. Air Force airman grade insignia. These insignia are readily identified by a blue or white star, in a blue circle, in the middle of the stripes. A senior member airman is addressed by the grade only. For example, one stripe with a blue star as airman, two stripes with a blue star as airman first class, and three stripes with a white star as sergeant. All of the grades above sergeant have a white star. Continuing, four stripes would be addressed as staff sergeant, five as technical sergeant, often abbreviated as tech sergeant, and finally six stripes as master sergeant. Senior member airman have two additional senior grades. A master sergeant insignia with one overhanging bar, often called a "rocker," (Points to the rocker on the chart) is the senior master sergeant grade. A master sergeant insignia with two overhanging rockers is the chief master sergeant grade, which is often addressed as just "chief."

SCREEN ON SCREEN FADES TO A CHART ON HOW TO WEAR THE SENIOR MEMBER AIRMAN GRADES SIMILAR TO THE BOTTOM HALF OF FIGURE 6-8 CAPM 39-1.

NARRATOR: Embroidered senior member airman grade insignia are worn on the sleeves of the blue service coat as shown here, centered halfway between the top of the sleeve and a line with the members elbow. Two metal cutouts are worn on the lapels in this configuration. Metal airman grade insignia are worn in the same positions as cadet airman insignia, opposite a CAP cutout, on other CAP service uniforms. This completes our look at the cadet and senior airman grade insignia. We covered this very quickly, if you need more information CAPM 39-1 is the place to look. If you are not familiar with these grades, you need to spend some more time reviewing this subject. Senior member airmen are normally active duty or retired Armed Forces members, who have elected to retain their enlisted grade and they expect to be properly addressed. Furthermore, cadets expect to be addressed by their proper grade. Now, we'll move on to cadet and senior officer grades.

SCREEN ON SCREEN FADES TO A COLOR CHART OF CAP CADET OFFICER GRADE INSIGNIA SIMILAR TO FIGURE 6-11 CAPM 39-1 EXCEPT THE GOLD CADET FLIGHT OFFICER INSIGNIA IS INCLUDED.

NARRATOR: Cadet officer rank insignia are either circles, sometimes called pips, or diamonds. The first officer grade is cadet flight officer, signified by a single gold pip. All of the remaining cadet



officer grades are silver insignia: one silver pip for cadet second lieutenant, two silver pips for cadet first lieutenant, and three silver pips for cadet captain. You will note, that all the cadet officer grades continue to be preceded by the word cadet. One silver diamond signifies a cadet major, two silver diamonds a cadet lieutenant colonel, and three silver diamonds, a cadet colonel. Cadet officer grade comes in two sizes, full size and miniature. With few exceptions, cadet officer grade insignia is worn on the uniform in exactly the same position, and size as senior officer grades; therefore, we will discuss this subject as we look at each uniform.

SCREEN ON SCREEN FADES TO A COLOR CHART OF CAP SENIOR MEMBER OFFICER GRADES SIMILAR TO FIGURE 6-1 CAPM 39-1 EXCEPT INCLUDE BOTH THE GOLD AND SILVER LIEUTENANT BARS AND BOTH THE GOLD AND SILVER OAK LEAVES.

NARRATOR: As we'll cover in more detail later, all CAP second lieutenants must be over the age of 21 and be a high school graduate (9:2). We know from our earlier study, a new senior member can join CAP at the age of eighteen. Therefore, a grade structure was created for these members called the flight officer grades. The flight officer grades are on a bar the same size as a lieutenant bar. As you can see, (points to the flight officer grades) the background is dark blue with either one, two, or three silver stripes. One stripe signifies a flight officer, two a technical flight officer, and three a senior flight officer. These flight officer grades are unique to Civil Air Patrol. The remaining senior officer grades are exactly the same as U.S. Air Force officer grades. A gold bar is worn by a second lieutenant, a silver bar by a first lieutenant, two silver bars by a captain, a gold oak leaf by a major, a silver oak leaf by a lieutenant colonel, a silver eagle by a colonel, and a single silver star by a brigadier general. Brigadier general is the highest grade in the CAP senior member officer grade structure, and you will remember only one exists in CAP and he is the CAP National Commander. The U.S. Air Force has two, three, and four star general officers, who will require the same courtesies extended to our National Commander. We will cover customs and courtesies, in detail, later in this course.

SCREEN ON SCREEN CLOSES AND THE CAMERA FOCUSES ON THE NARRATOR.

NARRATOR: By now you must feel we've pointed a fire hose in your direction and are hosing you with information. If you read the components of the senior member handbook, it should be coming together. If you didn't read this material, you may be apprehensive. Just remember, the objectives tell you specifically what you need to know. Next, we are going to introduce you to the CAP uniform and then we'll take another break. Here are our objectives for the uniform portion of this session.

- Know the policy for wear of CAP uniforms.

- Know the proper CAP grooming standards.

- Know the CAP weight standards and their applicability to CAP senior and cadet members.

VIDEO OF A CADET INSPECTION - RUNNING TIME TWO MINUTES.

NARRATOR: Lists the objectives on the slide.

[NARRATOR:] One of the five purposes of Civil Air Patrol is 'to encourage and develop BY EXAMPLE the voluntary contribution of private citizens to the public welfare.' That phrase, 'BY EXAMPLE' involves among other things, the [proper] wearing of the CAP uniform. Proper wear of the uniform can contribute to the 'esprit d'corps' we wish to maintain, the consequent effectiveness of our missions, and the amount of support our squadrons receive from their communities. Remember, the public will judge all of CAP by your example. [Furthermore, since most of the CAP uniforms are Air Force uniforms with distinctive emblems, buttons, insignia, and badges, you are often mistaken as a member of the United States Air Force. So the public will often judge our parent service by your appearance.]

As a CAP member you will be expected to monitor the wearing of the uniform by other members. Rules for wearing CAP uniforms are contained in CAP Manual 39-1, the UNIFORM MANUAL. Refer to this publication for more information whenever questions arise.

The uniform manual says that CAP members are AUTHORIZED to wear the uniform not REQUIRED to. The only CAP members required to wear a uniform are those who conduct the cadet training program and aircrew members in CAP corporate . . . [or member-owned] aircraft. (32:13)

The CAP Air Force blue uniforms, known as service uniforms, are to be worn for participation in CAP activities only. CAP manual 39-1 states "CAP members will not wear the service uniform more than one hour following the close of an activity, except for travel time to and from such activities. . . ." (11:2). Furthermore, the uniform will not be worn at any meeting, demonstration, function, or activity representing any group which might "bring discredit or reproach upon the uniform." (11:2).

VIDEO ENDS. SCREEN ON SCREEN OPENS WITH 1 - GROOMING STANDARDS SLIDE, SUCH AS ATTACHMENT 1, CAPM 39-1 OR SLIDES OF ACCEPTABLE STANDARDS, 2 - WEIGHT STANDARDS CHART SUCH AS ATTACHMENT 2, CAPM 39-1.

NARRATOR: (SLIDE 1) Those senior or cadet members, who wear Air Force style uniforms, are expected to meet both the CAP grooming and weight standards. These standards were designed to prevent CAP personnel from reflecting adversely on the United States Air Force. "Male members who wear Air Force style uniforms are expected to have a conservative

haircut[,] trimmed so that the hair doesn't touch the collar or ears. Bangs should not hang below the eyebrows. The member is clean shaven, with neatly trimmed moustache and sideburns." (32:17). "Female members should have a conservative hairstyle which will not interfere with proper wear of headgear. Conspicuous hair holders and ornaments will not be worn while in uniform, although women may wear small, round, conservative gold, white pearl, or silver earrings with all service (and dress) uniforms." (32:17; 11:3). "Generally, members should not allow such items as pens, jewelry, combs, and glasses to be (worn) exposed on the uniform." (32:17). (SLIDE 2) Here is the weight standard table for male CAP members from attachment 2, CAPM 39-1. The table is used by entering the left side of the table with your height and reading across to your allowable weight. CAP weight standards are less stringent than the Air Force weight standards by an average of 20 pounds. A separate table is provided for female CAP members. Members who do not desire to meet the grooming or fitness standards may wear the fatigue uniform without grade insignia or the CAP distinctive uniforms, such as the jumpsuit with grade insignia, the CAP flight suit with grade insignia, the blazer or summer uniform combinations, or appropriate civilian attire (11:1,36,86,88). If a member chooses not to meet these standards it will in no way affect the members "standing in the organization" or his or her "progress in the Senior Member Training Program." (32:18). We have now completed the material in the second session; however, before we take a break let's do a quick review.

SCREEN ON SCREEN OPENS WITH THE FIRST INTERIM SUMMARY SLIDE. SLIDES CONTINUE TO FADE IN, AS THE PREVIOUS SLIDE IS COMPLETED, AND THE NARRATOR FINISHES DISCUSSING THE LAST AREA ON EACH SLIDE.

#### THE CAP ORGANIZATION

- THREE TYPES OF SQUADRONS - CADET, SENIOR AND COMPOSITE

CAP WING = A STATE + DISTRICT OF COLUMBIA AND PUERTO RICO = 52

REGION = GEOGRAPHICALLY DEFINED = 8

THE CAP NATIONAL COMMANDER

- CHAIRMAN OF THE NATIONAL BOARD

ONLY BRIGADIER GENERAL POSITION IN CAP

- THE NATIONAL BOARD

- CAP'S HIGHEST GOVERNING BODY

- MEETS ANNUALLY

- COMPOSED OF NATIONAL COMMANDER, NATIONAL VICE COMMANDER, THE NATIONAL FINANCE OFFICER, THE NATIONAL LEGAL OFFICER,

THE EIGHT REGION COMMANDERS, THE 52 WING COMMANDERS AND THE EXECUTIVE DIRECTOR.

- NATIONAL EXECUTIVE COMMITTEE (NEC)

--- ALL OF THE MEMBERS OF THE NATIONAL BOARD EXCEPT THE 52 WING COMMANDERS

--- CAP'S BOARD OF DIRECTORS

-- EXECUTIVE DIRECTOR

--- A BRIGADIER GENERAL POSITION

--- SENIOR AIR FORCE OFFICER APPOINTED BY SECRETARY OF THE AIR FORCE

- COMMANDER OF CAP-USAF AND THE LIAISON OFFICES AT REGION (8) AND WING (52) LEVELS

--- ACTS AS REPRESENTATIVE OF THE USAF ON NEC AND NATIONAL BOARD

-- LIAISON OFFICES

- 8 REGION

--- 52 WING

CAP-USAF = NATIONAL HEADQUARTERS

- COMMAND AUTHORITY FLOWS DOWN FROM THE NATIONAL COMMANDER TO THE SUBORDINATE COMMANDER

FUNCTIONAL AREA OR STAFF COMMUNICATION IS AUTHORIZED

AIR FORCE SUPPORT

FACILITIES

MATERIAL ASSISTANCE

AIRLIFT

CADET GRADE STRUCTURE - (NOTE: HAVE 15 SECOND FLASH SLIDES OF EACH CADET GRADE, NOT IN ORDER, AND EACH MUST APPEAR AT LEAST TWICE. A THREE SECOND BLANK APPEARS BETWEEN EACH SLIDE.)

CADET AIRMAN GRADES ONE SET OF FLASH SLIDES

CADET OFFICER GRADES A SECOND SET OF FLASH SLIDES

- SENIOR GRADE STRUCTURE - SAME FLASH CARD PROCEDURE AS ABOVE EXCEPT COMBINE THE FLASH SLIDES OF BOTH AIRMAN AND OFFICER GRADES
- SENIOR AIRMAN GRADES - COMBINED FLASH SLIDES
- SENIOR OFFICER GRADES - COMBINED FLASH SLIDES
- CADET AIRMAN GRADE INSIGNIA ARE WORN ON THE LEFT LAPEL OR COLLAR OF THE VARIOUS SERVICE UNIFORMS WITH A CAP CUTOUT ON THE RIGHT LAPEL OR COLLAR AS SHOWN IN CAP MANUAL 39-1.
- EMBROIDERED SENIOR AIRMAN GRADE INSIGNIA ARE WORN ON BOTH SLEEVES OF THE BLUE SERVICE COAT HALFWAY BETWEEN THE ELBOW AND THE TOP SLEEVE SEAM AND ON SHORT SLEEVE SHIRTS HALFWAY BETWEEN THE TOP SLEEVE SEAM AND THE BOTTOM EDGE OF THE SLEEVE.
- GROOMING AND WEIGHT STANDARDS APPLY TO BOTH CADETS AND SENIORS WHO WEAR AIR FORCE STYLE UNIFORMS

NARRATOR: (Narrator points to each item as he discusses it and the slides change as he completes the last item on each slide.) CAP has three types of squadrons cadet, senior and composite. A CAP wing is equal to a state with only two exceptions, the National Capital wing, which is the District of Columbia, and Puerto Rico. Therefore, CAP has a total of 52 wings. These wings are combined into eight geographic regions, named for their location in the United States, or a nearby major geographic feature. The National commander is also the chairman of the National Board and holds the only brigadier general position in CAP. The National Board is CAP's highest governing body, which meets annually, and is composed of the National Commander, the National Vice Commander, The National Finance officer, the National Legal Officer, the eight region commanders, the 52 wing commanders and the executive director. The National Executive Committee or NEC is composed of all the members of the National Board, except the wing commanders and acts as CAP's board of directors. The executive director, who fills an Air Force brigadier general position, is appointed by the Secretary of the Air Force and is the military commander of CAP-USAF and the 60 liaison offices. In addition, he represents the interests of the U.S. Air Force in the NEC and the National Board. The U.S. Air Force liaison structure consists of eight region offices to advise and assist the region commanders and their staffs and 52 wing liaison offices to advise and assist the wing commanders and their staffs. The U.S. Air Force and civilian personnel of Headquarters CAP-USAF also perform duties as members of the CAP National Headquarters. Remember, command authority flows from the top commander to the bottom commander and for a functional area specific problem, functional area communication is authorized. The U.S. Air Force provides three types of direct support to CAP: facilities, material assistance, and airlift. In the last part of this session, we will go through a three sets of flash slides, each slide will be shown for 15 seconds and I will ask you to name the appropriate grade. As the slides flash, the narrator questions the

audience, then provides the answer in the three second blank period. At the conclusion of the flash slides, he makes the next statement.) Cadet airman grade insignia are worn on the left lapel or collar of the various service uniforms with a CAP cutout on the right lapel or collar as shown in CAP Manual 39-1, Civil Air Patrol Uniform Manual. Embroidered senior airman grade insignia are worn on both sleeves of the blue service coat, centered, halfway between the elbow and the top of the sleeve. The CAP grooming and fitness standards apply to both senior and cadet members, who wear the Air Force style uniforms. This completes the second section of this course, you can now take a break and your local instructor will tell you when you should return.

## PROPOSED VIDEO TAPE SCRIPT - PART III

CAMERA DIRECTED ON THE NARRATOR.

NARRATOR: Welcome back. During this session, we are going to look at the uniforms of Civil Air Patrol. First, we'll look at service uniforms. Second, we'll look at awards, and decorations, and third we'll look at badges and devices. Then, we'll look at the fatigue uniform and then quickly look at mess dress uniforms. We'll continue by looking at outerwear and headgear. All of these uniforms are regular Air Force uniforms with CAP distinctive emblems, buttons, insignia and badges. To finish off our look at uniforms, we'll look at the uniforms used only by CAP: the jump suit, the CAP blazer uniform, and the CAP summer uniform. A fast review of flight clothing will follow. Then, we'll conclude with a short summary.

SCREEN ON SCREEN OPENS WITH UNIFORM OBJECTIVES CHART ONE.

- Comprehend how to properly wear CAP uniforms.
  - Explain the proper wear of male and female CAP service uniforms.
  - Explain the proper wear of the cadet shoulder board insignia on the service coat.
- Comprehend the proper wear of CAP headgear.
  - Explain the proper wear of the male and female flight cap.
  - Explain the proper wear of the male blue service cap and the female service hat with white cover.
  - Explain the proper wear of the female blue beret.

NARRATOR: This is our first objective slide. As we discuss each type of uniform, we will cover both the male and female versions. Other uniforms such as the fatigue uniform are the same for both male and female. Therefore, we will only have to look the one style. New senior members see this portion of the program and are apprehensive over the sheer number of uniforms we cover. CAP is a volunteer organization and as such "No member is required or even expected to own all or even part of all possible uniform combinations. You should plan your CAP wardrobe around the minimum number of uniform. . . [items]. . . which will serve you in the work YOU do for the Civil Air Patrol." (32:13). It is often a good idea to check with other members of your squadron, to see what uniforms they normally wear. Then take a quick look at CAPM 39-1, Civil Air Patrol Uniform Manual. Look in the service uniform table to see what shades and styles are appropriate and current. This will ensure you don't buy a shade or style that will be phased out soon.

We'll cover this in more detail shortly. Here is our second objective slide.

SCREEN ON SCREEN FADES WITH UNIFORM OBJECTIVES SLIDE TWO.

Comprehend the proper wear of CAP insignia.

- Explain the proper wear of CAP senior and cadet officer grade insignia.

- Explain the proper wear of the CAP lapel and collar insignia (C.A.P. Cutouts).

Explain the proper wear of shoulder mark insignia.

Explain the proper wear of senior member chaplain specialty insignia.

- Comprehend the proper wear of CAP badges and devices.

Explain the proper wear of the CAP, blue, three-line nameplate.

Explain the proper wear of aviation badges.

NARRATOR: (Reads the objectives and samples of behavior.) As you can see, these objectives apply to most of CAP's uniforms. Therefore, it is more efficient to cover these objectives as we cover each specific uniform. Here are a few more objectives in the same category.

SCREEN ON SCREEN FADES TO UNIFORM OBJECTIVES SLIDE THREE.

- Comprehend the proper wear of awards and decorations on CAP uniforms.

- Explain the proper wear of CAP awards and decorations on CAP uniforms.

SCREEN ON SCREEN FADES AND CAMERA FOCUSES ON THE NARRATOR. IDEALLY, A MALE AND FEMALE SENIOR MEMBER, IN THE PROPER UNIFORM, WOULD ENTER THE CAMERA RANGE WITH THE NARRATOR. FOR THIS UPDATE, SLIDES OR A SEPARATE VIDEO COULD BE USED. BUT, THE BEST PRESENTATION WOULD BE ON-CAMERA. SEE NOTES AT THE END OF THE SCRIPT CONCERNING UNIFORM ACCURACY. THE FIRST TWO UNIFORMS PRESENTED ARE: THE MALE, SHADE 1550, SHORT SLEEVE SHIRT WITH EPAULETS, SHADE 1578 TROUSERS, AND A FLIGHT CAP; AND THE FEMALE, LIGHT BLUE, SHADE 1550 OR 1581, OVERBLOUSE WITH EPAULETS, THE SHADE 1549, 1578, OR 1598 BELTED SKIRT, BLACK PUMPS, AND A FLIGHT CAP.

NARRATOR: All of the service uniforms are United States Air Force uniforms with our own distinctive CAP items. Remember, senior and cadet members wearing these uniforms are expected to meet the CAP grooming and fitness standards. If not available through your squadron or wing



supply, these uniforms can be purchased from any Air Force Military Clothing Sales Store or MCSS, an Air Force base thrift shop, or the CAP bookstore. Most MCSS's have now been combined with the Army and Air Force Exchange Service or AAFES military clothing sales outlets. If you go to an Air Force Base to purchase a uniform; you need to check with the security police gate guard, to find out if the base has a separate MCSS or if it is located in the base exchange. If the MCSS is located in the base exchange, simply show your CAP identification card to the ID checker and proceed to the uniform sales area. Please note, your CAP membership authorizes you to buy uniform items from the Military Clothing Sales Store, but does not authorize you base exchange privileges. Therefore, if the MCSS is located in the base exchange, you will not be authorized to buy non-uniform base exchange items. Almost all MCSS's and base exchange uniform outlets have changing rooms, so you can try on uniform items, before you buy. Be careful of which items you buy. MCSS items are bulk purchased and have a tag which reads "Issue Item." (If possible have a copy of the tags from the exchange available.) AAFES procured items have a tag which reads "AAFES Procured Item." AAFES items are usually slightly more expensive but of higher quality. If you can't find an item, ask the store attendant, who will be more than willing to help you. If the Air Force base near you has a thrift shop, you might want to try it, particularly for cadet uniforms. The thrift shops sell good-condition, used, Air Force uniforms including mess dress uniforms, at very reasonable prices. However, they don't stock by sizes and usually they have no place for you to try them on; therefore, "what you see is what you get." Be careful to ensure the trousers, skirt or slacks are the same shade and material as the service coat. Mixing of shades and materials looks bad, and is not authorized (11:7).

NARRATOR REACHES FOR PAIR OF TROUSERS AND SHOWS LOCATION AND TAG. CAMERA ZOOMS IN AND FOLLOWS.

NARRATOR: The trousers have a tag on front side of the rear pocket, which clearly states nomenclature describing the trousers and the shade number as seen here: TROUSERS, MEN'S: POLY/WOOL, TROPICAL AF BLUE 1578 60% POLYESTER 40% WOOL. In this case the shade is 1578. You should look inside the right inner pocket of the service coat to ensure it is manufactured in the same shade and of the same material.

CAMERA PANS TO NARRATOR WHO NOW HAS A COAT AND INDICATES THE TAG LOCATION. CAMERA ZOOMS IN ON THE TAG.

NARRATOR: This tag reads COAT, MAN'S, POLY/WOOL TROPICAL AF, BLUE SHADE 1578, 10 OZ 60% POLYESTER 40% WOOL. A tropical notation means it is a 10 ounce weight, therefore if the 10 oz is not there, don't be concerned. As you can see, this service coat and these trousers are the same shade and material; therefore, they could be worn together. However, female uniforms are a much bigger problem. The current issue service coat is the three-button, blazer style, service coat, which comes in many different material mixes. The identification tag is

located on the inside, right-lower front of the coat.

CAMERA FOLLOWS AS THE NARRATOR INDICATES THE TAG ON A SEPARATE FEMALE SERVICE COAT.

NARRATOR: This tag reads, COAT, WOMAN'S, POLY/WOOL TROPICAL (10 OZ) SH 1578 60% POLYESTER, 40% WOOL. Unfortunately, right next to this jacket in most MCSS's is another jacket with the same nomenclature, but the tag ends with 40% POLYESTER and 60% WOOL or one which reads 55% DACRON and 45% WOOL. Just below on a rack, are normally the skirts with this label: SKIRT, WOMAN'S, BLUE. Unfortunately, this isn't much help, since it does not give the shade, weight, or material. This was done by design. Any shade 1578 skirt may be worn with any of the shade 1578 service coats regardless of the material. When CAPM 39-1 states female members cannot mix shades and material, they were referring to not mixing a 100% polyester uniform item with a wool/polyester mix item. However, if you purchase the polyester/wool issue items, be very careful to get the best color and material match you can. Don't be afraid to ask the MCSS clerk for help to ensure the skirt and service coat has the best match possible. Right now, shade 1578 is the standard Air Force issue item; therefore, this shade is worn by all Air Force enlisted personnel. The AAFES service coat and pants are 100 percent polyester, have a USAF certification tag with no shade, are slightly more expensive, and wear faster. However, they look better and are easier to maintain; therefore, almost all Air Force officers prefer the AAFES 100 percent polyester. These AAFES items are easy to match, since the service coat comes with trousers for men and slacks for women, cut from the same bolt of cloth. However, if you want a 100 percent polyester skirt you'll have to match the color and weave the best you can. Weight and material are no problem, since all the AAFES procured skirts are 100 percent polyester. The choice is yours. If you have no Air Force installation near you, then the CAP bookstore can provide hats, trousers, and shirts for male members, and overblouses for female members. The bookstore also sells the pullover sweater. With this in mind, if you need a service coat or female skirt or slacks, a trip to the nearest base will be required. Here are the minimum, basic, male and female service uniforms for CAP members.

NARRATOR POINTS TO THE MALE AND FEMALE SENIOR MEMBERS AND THE CAMERA FOLLOWS TO SHOW BOTH, THEN ZOOMS IN ON THE MALE SENIOR MEMBER.

NARRATOR: This senior member is displaying the short-sleeved shirt with epaulets. The older, blue, short-sleeved shirt without epaulets is not authorized, but is "projected for phaseout" (Air Force Instruction 33-11, Dress and Appearance of Air Force Personnel, paragraph 1.1.1). On the left sleeve is a wing patch. Each wing has its own patch; however, region patches are worn by members assigned to a region headquarters. These patches are available from the Air Force. The patch indicates the location of the member's headquarters on the left sleeve, centered between the shoulder and elbow.

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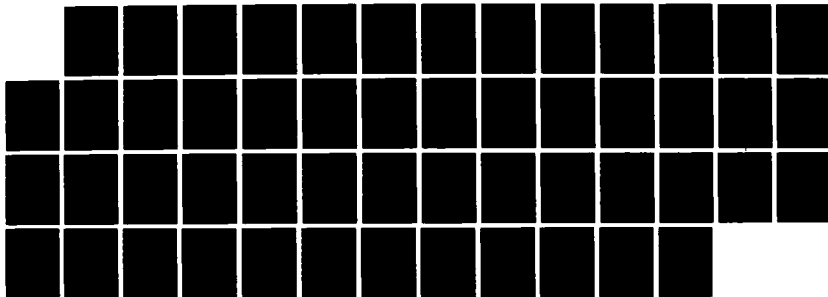
YOU AND THE CIVIL AIR PATROL(U) AIR COMMAND AND STAFF  
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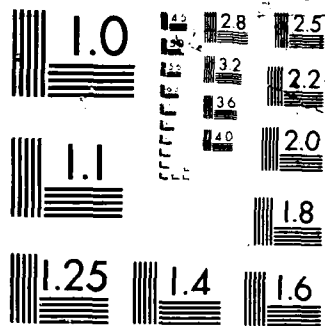
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the shoulder seam. This patch location is the same on ALL senior member uniform items EXCEPT the raincoat and the all-weather coat, where no wing patch is worn (11:72,79). This exception is to avoid damage to the sleeves, where a leak might occur in bad weather. We'll cover these two items later in our look at outergarments. Cadet service uniforms have one additional exception, if a cadet is dual enrolled in CAP and an Air Force Junior Reserve Officer Training Corps or AFJROTC program, then the AFJROTC patch is placed on the left sleeve and the CAP wing patch is placed in the same location, but on the right sleeve (11:73,84). When the wing patch is mounted on the sleeve, the thread used to sew it on, should closely match the color of the patch outer seam; so it will not provide an obvious contrast. On the right side of the shirt, "worn resting on, but not over, [the] top edge of [the] right pocket centered between [the] left and right edges" is placed the CAP, blue, three-line, nameplate (11:72,80).

CAMERA DOES CLOSE-UP OF THE NAMEPLATE.

NARRATOR: These nameplates are available from the CAP bookstore. For all male cadets or seniors, the nameplate is worn in the same location on all CAP service uniform shirts and the service coat. The nameplate is not worn on outergarments. CAP cutouts are not worn with the epaulet shirt except by cadet airman and new senior members with no grade.

CAMERA MOVES TO A CLOSE-UP OF THE SHOULDER MARK ON THE LEFT, THEN RIGHT SHOULDER.

NARRATOR: Cutouts are not required if shoulder mark insignia are worn, because the CAP cutout is embroidered on the insignia. Senior member officer grades are also embroidered on the shoulder mark insignia.

SCREEN ON SCREEN OPENS UP WITH 1 - CAP SENIOR MEMBER OFFICER SHOULDER MARK INSIGNIA SUCH AS FIGURE 6-7, CAPM 39-1 BUT IN COLOR (ENSURE BOTH PAGES 64 AND 65 ARE INCLUDED), 2 - CAP CADET OFFICER SHOULDER MARK INSIGNIA SUCH AS FIGURE 6-18, CAPM 39-1.

NARRATOR: (SLIDE ONE.) (Narrator points to each shoulder mark insignia as he talks about it.) The flight officer grades are seen here, one stripe for flight officer, two stripes for technical flight officer and three stripes for senior flight officer. Company grade officers, including second lieutenants, first lieutenants, and captains, have only the grade embroidered with a cutout. Field grade officers, including majors, lieutenant colonels, and colonels, have the grade embroidered on the shoulder mark and a thin silver band embroidered on the end opposite the cutout. General officers have the grade and then a thick silver band embroidered on the end opposite the cutout. These bands are also used on U.S. Air Force officer shoulder mark insignia. Now lets look at cadet officer shoulder mark insignia. (SLIDE TWO.) Cadet officer shoulder mark insignia have a small white dot. The cadet officer then places a miniature metal grade insignia over the dot. You can see here, an example of a cadet, company-grade officer insignia with the one

silver pip of a cadet second lieutenant, and of a cadet, field-grade, officer insignia with the three diamonds of a cadet colonel. Senior and cadet airman do not wear shoulder mark insignia. To use the shoulder mark insignia is very easy, just unbutton the epaulet, slide on the shoulder mark insignia, then rebutton the epaulet. The shoulder mark insignia is worn as close to the shoulder seam as possible.

SCREEN ON SCREEN FADES. AS THE NARRATOR STATES THE NEXT SENTENCE, THE MALE SENIOR MEMBER BUTTONS HIS SHIRT AND ADDS A NECKTIE WITH CAP-CREST TIE TAC. CAMERA REMAINS ON THE SENIOR MEMBER DURING THIS ACTION AND MOVES TO THE VARIOUS PARTS OF THE TIE AND TIE TAC AS DESCRIBED.

NARRATOR: A necktie is authorized with this combination, by just buttoning the top button of the shirt and adding a necktie. The necktie must be worn outside the shirt and will not be tucked in. The bottom of the necktie must fall between one and one-half inches above, to one and one-half inches below, the belt buckle (11:18). The necktie can be pretied, or tied with a four-in-hand or windsor knot (11:18). Generally, the windsor knot looks better. Only tie tacs or clasps with the CAP crest are authorized (11:18). The tie tac or clasp is worn halfway between the bottom of the tie knot and the bottom tip of the tie (11:18). No other tie tacks, tie clasps, or tie bars are authorized. Now let's finish our overview of grade insignia placement on service uniforms, with the senior and cadet airman grades.

A CADET AIRMAN ENTERS IN THE MINIMUM BASIC UNIFORM WITH THE EPAULET SHIRT. CAMERA FOLLOWS THE NARRATOR TO HIM.

NARRATOR: As seen on this cadet's uniform, (CAMERA DOES CLOSE-UP ON ITEMS BEING DISCUSSED.) the airman grade insignia is worn on the right collar, centered from left to right and one inch up from a horizontal line formed by the bottom of the collar (11:67). A CAP cutout is worn in the same position on the left collar (11:67). New senior and cadet members, with no grade, would wear a CAP cutout on both collars. However, if a necktie is added to this combination, the airman grade insignia will still be one inch from the front of the collar but must be centered between the top and the bottom of the collar. Often the insignia must be moved after a necktie is added. The CAP cutout also must be in the same position on the left side (11:67). All cadet airman grade insignia are worn in this fashion. As we saw before, senior member airman grade insignia are worn on both sleeves, centered, halfway from the top seam of the sleeve and the bottom of the sleeve (11:66). NOTE: Although CAP does not specify the stripe size, Air Force Regulation 35-10 Dress and Appearance of Air Force Personnel page 1, Note 5, recommends three inch size stripes on the epaulet shirt.

CAMERA PANS FROM THE CADET TO THE NARRATOR. THE CADET DEPARTS AND THREE MALE SENIOR MEMBERS ENTER: ONE WITH A CAP AVIATION BADGE, ONE WITH RIBBONS AND A CAP AVIATION BADGE AND ONE WITH A CAP AVIATION BADGE AND A CHAPLAIN SPECIALTY INSIGNIA. CAMERA ZOOMS IN ON THE BADGES/INSIGNIA AS DISCUSSED.

NARRATOR: If the member is authorized to wear a CAP aviation badge or chaplain specialty insignia, they are required on all uniform shirts, when worn as an outergarment. A miniature or full size CAP aviation badge is worn centered, one-half inch above the top seam of the left breast pocket. Ribbons are optional when the shirt is worn. However, if worn, they are worn directly above, resting on, but not over, the top seam of the left breast pocket. An aviation badge would be worn centered, one-half inch above the ribbons. Chaplain specialty insignia are worn in the same location as a CAP aviation badge, unless the chaplain is also authorized a CAP aviation badge. In this case, the chaplain specialty insignia is worn centered, one-half inch above the CAP aviation badge.

THE SENIOR MEMBER MODELS DEPART AND CAMERA FOCUSES ON THE NARRATOR.

NARRATOR: You may feel we digressed too much. But, by discussing these items in detail on the first uniform, we'll be able to cover them very quickly on subsequent uniforms. Let's finish our look at the male minimum basic uniform.

CAMERA PANS BACK TO THE ORIGINAL, MALE, SENIOR-MEMBER MODEL.

NARRATOR: A white T-shirt is worn with all the blue shirts, particularly, if it is visible above the open collar. Working down from the shirt, the pants can be any of the four available shades (11:16). If you intend to be an active member and wear your uniform a lot, then I recommend you have an extra pair of pants for wear with shirts only. By doing this, the pants which match your service coat will be worn, only with the service coat, and dry cleaned with the service coat. Using this approach, any fading will be uniform and your pants will not wear out before the service coat. Let me tell you from experience, trying to find a good, shade, material, and weave match to your old service coat, in a new pair of trousers, is sometimes very hard, if not impossible.

CAMERA PANS TO THE BELT OF THE MALE SENIOR MEMBER.

NARRATOR: The dark blue belt can be either the woven cotton webbing, solid elastic, or woven elastic styles. The metal buckle can have either satin-finish nickel, silver-color metal, or a chrome-like finish (11:17). However, the belt buckle finish must match the finish on the tip of the belt. The belt is worn so the metal tip "extends beyond the buckle facing the wearer's left; however, no blue fabric shows. . ." between the tip and the buckle (11:17). The right edge of the buckle is aligned with the right edge of the shirt and the right edge of the trouser fly. This forms one continuous line often referred to as a "gig line."

CAMERA PANS TO THE SHOES OF THE MALE SENIOR MEMBER.

NARRATOR: The socks are plain black, without design. The minimum basic uniform shoes are black, oxford style, which do not "exceed ankle bone

height, laced, with a rounded plain toe." (11:18). Soles of shoes will not be more than one-half an inch thick and the heels will not exceed one inch in height. Corfam, high-gloss, or patent finish shoes, without perforations or decoration are optional. (If possible it would help to have a pair of corfam shoes available, or on one of the models, for contrast.) Combat boots are authorized with this uniform combination, but are normally only worn by drill team or color guard members.

CAMERA PANS SLOWLY UP THE ENTIRE SENIOR MEMBER'S UNIFORM TO THE HAT.

NARRATOR: The last item in the minimum basic uniform is the flight cap. The flight cap should be the same material as the trousers, either poly/wool or 100 percent polyester. Senior member officers and airmen wear the flight cap with "silver-color and blue[,] in diamond[,] edge braid." (11:17).

NARRATOR POINTS TO THE EDGE BRAID ON THE MALE SENIOR MEMBER'S FLIGHT CAP. THE CAMERA ZOOMS IN, THEN FOLLOWS AS THE NARRATOR INDICATES THE LOCATION OF THE FLIGHT CAP INSIGNIA.

NARRATOR: As seen here, the small, CAP, flight cap insignia is worn on the wearer's left side of the hat, half-way from the bottom of the hat to the edge braid, and one and one-half inches back from the front of the hat (11:15,17). The flight cap is "worn [tilted] slightly to the right with [the] vertical crease of [the] cap at [the] center of the forehead in a straight line with [the] nose and approximately 1 inch above the eyebrows." (11:17). "The crown is not crushed." (11:17).

CAMERA FOCUSES ON NARRATOR AS HE WALKS TO THE MALE CADET THEN ZOOMS IN ON THE CADET'S HAT AND FOLLOWS AS THE NARRATOR POINTS.

NARRATOR: Cadets wear a flight cap with blue-corded edge braid, as seen here. Cadet airmen wear either the metal or cloth cadet flight cap insignia. The insignia is worn in the same location as the senior member flight insignia, one and one-half inches back from the front and half-way from the top to bottom. You should be aware, although the cloth insignia is still authorized on the male flight cap, the CAP bookstore no longer sells this item. Cadet officers wear miniature grade insignia on the flight cap, with the front of the insignia in the same location. When not in use, (Senior member has removed his hat and placed it under his belt, CAMERA ZOOMS IN ON THE HAT) the flight cap "may be [worn] tucked under [the] belt on either side between the 1st and 2nd belt loops." (11:17). However, "[the] hat must not protrude above [the] top of [the] belt." (11:17). This is the minimum basic uniform for a male CAP member. Let's continue with the female minimum basic uniform.

CAMERA PANS WITH THE NARRATOR AS HE APPROACHES THE FEMALE SENIOR MEMBER THEN FOCUSES ON A FULL LENGTH SHOT OF THE UNIFORM. AS THE NARRATOR TALKS ABOUT THE UNIFORM, THE CAMERA ZOOMS IN ON EACH ITEM DISCUSSED.



NARRATOR: The minimum basic uniform for female members can have either a short-sleeved, standard-length overblouse with rounded collar, epaulets, and tie tab as shown here, the short-sleeved, longer-length overblouse with rounded collar, epaulets and tie tab, or the short-sleeved, convertible-collar blouse with epaulets and short pointed collar (11:30). The longer-length overblouse is about five inches longer than the standard-length overblouse. Any one of the three blouses may be worn with either the modified A-line skirt, the belted skirt or slacks (11:29). Both short-sleeved overblouses are worn with "a crescent-shaped, dark blue tab, 1 1/2 inches wide in front of the collar." (11:30). The overblouses should be long enough to prevent a gap between the overblouse and the skirt (11:30). The standard-length overblouse must be worn outside both skirts and slacks (11:30). The longer-length overblouse must be tucked in when worn with skirts, but may be tucked in or left out when worn with slacks (11:30). The short-sleeved convertible blouse "May be worn tucked in or left out[,] with skirt and slacks." (11:25). Furthermore, the convertible blouse may be worn with or without the tab in this combination (11:30). On all three blouses a wing patch is worn on the left sleeve one-half inch down as on the male uniform (11:25,72). A CAP, blue, three-line nameplate is worn on the right side of either overblouse; "centered. . . between [the] fly front and the arm seam, one and one-half to two and one-half inches below [the] bottom of [the] tie tab, horizontal with the ground." (11:72). On the new short-sleeved, convertible-collar blouse, the CAP, three-line nameplate is worn "Centered on [the] right side [of the blouse] between [the] button and [the] arm seam, not lower than the first button and not higher than 1 1/2 inches [above the first button]." (11:72). Senior officer grade insignia and CAP cutouts are on the shoulder mark insignia, as previously explained, and are worn on the left and right epaulets. Cadet officer insignia are also worn on the shoulder mark insignia as previously discussed.

CAMERA PANS BACK AS A FEMALE CADET ENTERS, CAMERA FOLLOWS NARRATOR AS HE MOVES IN HER VICINITY AND ZOOMS IN TO THE BLOUSE COLLARS. AS THE NARRATOR TALKS ABOUT THE GRADE INSIGNIA AND CUTOUTS. (THE CADET SHOULD HAVE A DIFFERENT BLOUSE, SLACKS, BLACK OXFORDS, AND A FLIGHT CAP.)

NARRATOR: A cadet airman grade insignia is worn on the right collar, centered from top to bottom of the collar, and five-eighths of an inch back from the front edge (11:67). A CAP cutout is worn, in the same position, on the left side (11:67). This position is the same for all three blouses.

NARRATOR MOVES BACK TO THE FEMALE SENIOR MEMBER TO DEMONSTRATE THE WEAR OF A CAP AVIATION BADGE AND CHAPLAIN SPECIALTY INSIGNIA. (A CHART SUCH AS THE LEFT SIDE OF FIGURE 6-25, CAPM 39-1 COULD BE USED.)

NARRATOR: If the blouse is worn as an outer garment, and the member is authorized an aviation badge or a chaplain specialty insignia; then they are required to be worn. On all blouses, the CAP aviation badge would be worn on the left side of the blouse, centered, and one-half inch

above a horizontal line formed by the base of the nameplate. Ribbons are optional, but if worn, are worn centered on the left side of the blouse on a horizontal line with the bottom of the nameplate. If ribbons are worn, the CAP aviation badge would be placed one-half inch above the ribbons. If a chaplain specialty badge is also authorized it would be worn one-half inch above the CAP aviation badge.

CAMERA FOLLOWS THE NARRATOR AS HE POINTS TO FEMALE SENIOR MEMBER'S SKIRT, THEN ZOOMS IN AS HE TALKS ABOUT EACH UNIFORM ITEM.

NARRATOR: The modified, A-line style skirt should hang naturally over the hips with a slight flare (11:29). The belted skirt, as seen here, is worn with the same style blue belt as we saw on the man's uniform; however, the silver tip end of the belt extends to the wearers right, with no blue fabric showing between the buckle and the tip. Therefore, the "gig line" is on the opposite side when compared to a male "gig line." (NOTE: CAPM 39-1 is incorrect when it states to the wearers left.) (AFR 35-10 page 24 paragraph 2-10d.) This occurs because female shirts and skirts have the buttons on the opposite side of the uniform. With the overblouse as seen here, the belt is not visible; however, the belt is still worn. The skirt length should be adjusted so the hem is no "... higher than the top of the kneecap nor longer than the bottom of the kneecap." (11:29).

CAMERA PANS BACK AND FOLLOWS THE NARRATOR TO THE FEMALE CADET AND ZOOMS IN AS HE TALKS ABOUT FEMALE SLACKS, THEN FOLLOWS HIM BACK TO THE FEMALE SENIOR MEMBER AS HE TALKS ABOUT HOSE.

NARRATOR: Female, dark-blue, slacks can be any of four shades and either with or without pockets. The "slacks will fit naturally over the hips with no bunching at the waist or fullness in the seat. [The] bottom of [the] slacks will rest on [the] front of [the] shoes. . . with a slight break in the creases. [The] back of [the] slacks will extend approximately 7/8 [of an] inch longer than the front." (11:29). "Commercial, sheer hose in a neutral, dark brown, or dark blue shade, that compliments the uniform. . ." will normally be worn (11:32). "Patterned hose are prohibited." (11:32). Black socks may be worn with the black oxfords or combat boots when slacks are worn. Socks will not be worn with pumps (11:33).

CAMERA PANS FROM THE FEMALE SENIOR MEMBER'S BLACK PUMPS TO THE FEMALE CADET'S BLACK OXFORDS AS EACH IS DISCUSSED.

NARRATOR: Shoes should be black pumps with "a heel no higher than 2 1/2 inches or lower than 1 inch" or black oxfords with "a heel no higher than 1 1/2 inches." (11:31-32). Commercial, plain, black loafers are authorized for female cadets only (11:25). Combat boots may be worn with slacks, but are normally only worn by drill team or color guard members (11:32). Plain black, commercial, dress boots, with no ornamentation, are authorized with the skirt for outdoor wear only (11:25,32).

CAMERA PANS BACK TO THE FEMALE SENIOR MEMBER, THEN ZOOMS IN ON HER FLIGHT CAP. AS THE NARRATOR FINISHES TALKING ABOUT IT, THEN CAMERA PANS TO THE FEMALE CADET'S FLIGHT CAP AS IT IS DISCUSSED.

NARRATOR: Female flight caps are a different design than male flight caps and they cannot be interchanged. The female flight cap can be worn with all the service uniform combinations regardless of shade or material. The senior member flight cap insignia is worn in the same position as on the male flight cap, one and one-half inches back from the front of the cap and centered from top of the edge braid to bottom of the hat (11:27). "Senior members wear [the] silver-color and blue[,] in diamond pattern[,] edge braid" as indicated earlier (11:31). Cadets wear the solid blue edge braid on the flight cap, as seen here (11:31). Female cadet officers wear miniature grade insignia with the front edge of the insignia in the same location as the flight cap insignia. Cadet airmen, also, wear the cadet flight cap insignia in the same position. When worn by cadet airmen, this insignia is used for both the male and female flight caps, and the beret. The female flight cap is "Worn [tilted] slightly to the right with [the] vertical crease of the cap at [the] center of [the] forehead in a straight line with the nose and approximately 1 to 1 1/2 inches above the eyebrows." (11:31).

FEMALE SENIOR MEMBER EXITS AND RETURNS WITH A BERET.

NARRATOR: As seen here, the beret is an optional hat for wear with female service uniforms. Senior member female officers wear the senior member beret insignia on the beret. It is mounted in, or over, the hole provided in the beret. The beret is "Worn toward the back of the head with [the] hat insignia aligned above the left eye." (11:31). Cadet officers wear the cadet officer beret insignia on the beret. The beret is scheduled for phaseout, but no date has been set (AFR 35-10, page 60 paragraph 3-10a). Cadet airmen wear the metal, cadet, flight-cap insignia we previously saw on the male flight cap. The beret is a different color and material and can be worn with any of the female service uniforms. This completes the minimum basic uniform for female members.

CAMERA BACKS UP GIVING A FULL SHOT OF THE FEMALE UNIFORMS THEN PANS TO THE NARRATOR.

NARRATOR: As previously mentioned, CAP is a volunteer organization, and we in no way expect a female member to own all of these combinations. A new female member should review the available uniform items, talk to members of her squadron, and purchase the most versatile, inexpensive, and up-to-date uniform combination, which meets her clothing preferences.

UNIFORM MODELS DEPART. EITHER THE SAME MODELS OR ADDITIONAL MODELS ENTER WITH LONG SLEEVE EPAULET SHIRT, AND LONG-SLEEVE OVERBLOUSE WITH EPAULETS AND SHORT POINTED COLLAR, RESPECTIVELY.

NARRATOR: Here is the long sleeved version of the shirt we previously looked at. It is worn in exactly the same way, with the same uniform items, as the short-sleeved version, with one major exception. A necktie must be worn with the male, long-sleeved, epaulet shirt. The male necktie is worn as indicated in the short-sleeve section, no more than one and one-half inches, above or below, the belt buckle. The female long-sleeved blouses come in two styles: a long-sleeve, tuck-in style blouse with rounded collar and epaulets, and a long-sleeve, overblouse with epaulets and short pointed collar, as seen here. The blouse is worn with a blue tab and the overblouse is worn with a dark blue inverted-V necktab (11:9,24). The long-sleeved blouse must be worn tucked into both skirt or slacks. The long-sleeved overblouse may be worn either outside or tucked-in with skirt or slacks.

MODELS DEPART AND RETURN WITH SERVICE COATS. CAMERA FOCUSES ON THE NARRATOR AND FOLLOWS AS HE POINTS TO ITEMS BEING DISCUSSED.

NARRATOR: When the service coat is worn, the uniform combination is called the service dress uniform. When wearing the long-sleeve, epaulet shirt combination, the service coat can be added with no change in the uniform. With the male, short-sleeve shirt, the service coat can be worn by adding a necktie and the service coat. The older, male, open-neck, shirts without epaulets cannot be worn with the service coat. On the male service coat, a wing patch is worn in the same location as on the shirts, on the left sleeve, centered, one-half inch down from the shoulder seam. A three-line CAP nameplate is worn in the same location as on the shirts, centered, resting on but not over the top seam of the right breast pocket. When purchased, the service coat has U.S. Air Force buttons, which must be replaced with CAP buttons, before being worn as a CAP uniform. Button sets are available from the CAP bookstore. The male service coat has four large, 36-ligne, buttons, and six smaller, 25-ligne buttons: one on each of the four pockets and one on each epaulet. The pocket buttons can be removed for dry cleaning and are easily changed, but the two epaulet buttons and the coat buttons must be sewed on. The epaulet buttons should be placed so the shield faces the front of the uniform.

CAMERA ZOOMS IN ON OVERCOAT BUTTONS IN THE NARRATORS HAND.

NARRATOR: The CAP button has a CAP shield-like emblem surrounded by stars as seen here. You'll note the CAP three bladed propeller and triangle in the base of the shield. The U.S. Air Force button has a winged object with lightning bolts in the base of the shield, as seen here.

CAMERA WIDE ANGLES BACK AS THE NARRATOR MOVES TO THE MALE SENIOR MEMBER AND ZOOMS IN ON THE UNIFORM ITEMS AS THEY ARE DISCUSSED.

NARRATOR: On the front lapels of the service coat, two CAP cutouts are worn. (Narrator points to the uniform items as he talks about them.) They are placed "approximately halfway up the seam, resting on, but not

over it." (11:77). Because they are worn on the lapels, CAP cutouts are not worn on the epaulets. Senior member officers wear a one-half inch wide, dark-blue braid, three inches from the end of both sleeves. The "sleeves should end at the heel of the thumb, but not exceed 1/4 inch beyond the heel of the thumb." (11:16). The "bottom of the coat should be fingertip length when the hands are slightly cupped." (11:16). Ribbons, CAP aviation badges, and chaplain specialty insignia are mandatory on the service coat (11:8,50). Other badges and insignia are optional, see CAPM 39-1 for guidance. We'll look at the wear of these items, after we finish the service uniforms. Senior member officers wear regular-size, metal, grade insignia on the epaulets, five-eighths of an inch from the shoulder seam. Senior member airmen wear cloth, four-inch chevrons on the sleeves as previously discussed. Cadet officers wear regular-sized, metal, grade insignia, placed on cadet shoulder boards (11:60).

SCREEN ON SCREEN OPENS WITH A COLOR VERSION OF FIGURE 6-12, CAPM 39-1. THE CADET FLIGHT OFFICER GRADE IS ADDED.

NARRATOR: As seen here cadet, regular-sized, metal grade insignia are placed on the cadet shoulder boards as indicated. The shoulder boards have snaps to permit them to be worn over the service coat epaulets.

SCREEN ON SCREEN FADES AND A MALE CADET AIRMAN, IN A SERVICE COAT, ENTERS. THE CAMERA FOCUSES ON THE NARRATOR, WHO GOES TO THE MALE CADET MEMBER. NARRATOR POINTS TO THE CADET AIRMAN GRADE INSIGNIA AND THE CAP CUTOUT. AS HE TALKS ABOUT THEM. THE CAMERA FOLLOWS AND ZOOMS IN ON THE LAPEL AREA.

NARRATOR: Cadet airmen wear a metal, grade insignia on the right lapel instead of a cutout as seen here. Now let's continue by talking about the two female service coats.

TWO FEMALE SENIOR MEMBERS ENTER, ONE IN A SEMIBOX STYLE SERVICE COAT WITH EPAULET OVERBLOUSE AND SKIRT AND THE OTHER IN A BLAZER-STYLE SERVICE COAT WITH CONVERTIBLE-COLLAR, EPAULET BLOUSE AND SLACKS. THE CAMERA FOCUSES ON THE NARRATOR, WHO USES BOTH FEMALE MEMBERS TO DESCRIBE THE SERVICE COATS. THE CAMERA FOLLOWS AND ZOOMS IN ON EACH ITEM AND COAT AS IT IS DISCUSSED.

NARRATOR: Female members can wear either the blazer-style, three-button, or the semibox, six button, service coat. These "coat(s)" may be worn with any of the available service skirts or slacks. . . provided the coat and skirt, or coat and slacks worn together are of matching shades and materials. A wing patch is worn on both service coats, on the left sleeve as previously described.

CAMERA MOVES TO THE CUTOUTS AND NAMEPLATE OF THE BLAZER-STYLE SERVICE COAT AS DISCUSSED. NEXT, THE CAMERA MOVES TO THE SEMIBOX-STYLE SERVICE COAT AS THE NARRATOR DISCUSSES PLACEMENT. CAMERA FOLLOWS THE NARRATOR TO THE LEFT SIDE OF THE SERVICE COATS AS HE EXPLAINS THE PLACEMENT OF

## RIBBONS, CAP AVIATION BADGES AND CHAPLAIN SPECIALTY INSIGNIA.

NARRATOR: On the blazer-style service coat, CAP cutouts are placed approximately halfway up the front lapel seam, resting on but not over it. Cutouts are worn on both lapels. On the semibox-style, service coat, CAP cutouts are worn centered horizontally on both lapels, one inch up from the notch in the lapel. On the blazer-style service coat, the three-line, CAP nameplate is worn "centered on [the] right side between [the] lapel and [the] arm seam, 1 to 2 inches higher than [the] top button, horizontal with [the] ground." (11:72). On the semibox-style, service coat, the nameplate is worn "centered on the right side [of the coat] between [the] lapel and [the] arm seam, 2 to 2 1/2 inches above the buttons, horizontal with [the] ground." (11:72). Ribbons, CAP aviation badges, and chaplain specialty insignia are mandatory on both service coats (11:50). Ribbons are worn on the left side of the service coat, centered, and placed on an imaginary line even with the bottom of the nameplate (11:51). If no ribbons are authorized, the CAP aviation badge is worn, centered, one-half inch above a line where ribbons would be if they were worn (11:72). If ribbons are worn, the CAP aviation badge is worn, centered, one-half inch above the ribbons (11:81). The chaplain specialty insignia is worn one-half inch above the ribbons unless the chaplain is also authorized a CAP aviation badge (11:81). If this is the case, the chaplain specialty insignia is worn one-half inch above the CAP aviation badge (11:81).

CAMERA MOVES TO THE SLEEVES OF THE BLAZER-STYLE SERVICE COAT AND THEN TO THE SLEEVES OF THE SEMIBOX-STYLE SERVICE COAT.

NARRATOR: The sleeves of the blazer-style, service coat should come to the base or heel of the hand. Senior member officers wear dark blue, one-half inch wide braid on both sleeves of the blazer-style service coat, two and one-half inches from the bottom of the sleeve (11:29). The sleeves of the semibox style service coat are worn one to one and one-half inches above the hand (11:29). No senior member officer sleeve braid is worn on the semibox style coat.

WHEN APPROPRIATE, CAMERA ZOOMS IN ON THE BASE OF THE BLAZER-STYLE SERVICE COAT AND THEN THE SEMIBOX-STYLE SERVICE COAT TO SHOW THE LENGTH OF THE COAT. AS THE NARRATOR DISCUSSES THEM, THE CAMERA FOLLOWS TO THE BUTTONS ON EACH COAT.

NARRATOR: The "length of the [blazer-style] coat should be proportional to [the] height [of the member] and the collar set back away from the neck." (11:29). The semibox style "coat length. . . [should be] 4 to 6 inches below the waist and hang. . . freely around the hips." (11:29). Three large, 30-line, CAP buttons are required for the blazer-style coat and six small, 25-line, CAP buttons are required for the semibox style coat.

AS THE NARRATOR DISCUSSES THEM, THE CAMERA ZOOMS IN ON THE FEMALE SKIRT AND SLACKS.

NARRATOR: Either style coat can be worn with a skirt; however, slacks can be worn only with the blazer-style service coat. A skirt is considered more formal than slacks. This completes our look at the service uniforms, now let's look at awards and decorations and how they are worn on service uniforms.

SCREEN ON SCREEN FADES TO UNIFORM OBJECTIVES SLIDE FOUR.

- Comprehend the proper wear of awards and decorations on CAP uniforms.
- Explain the proper wear of U.S. military awards and decorations on CAP uniforms.
- Explain the proper wear of CAP awards and decorations on CAP uniforms.
- Explain the proper wear of foreign awards and decorations on CAP uniforms.
- Explain where the order of precedence for awards and decorations can be found.

NARRATOR: If you are on active duty in the Armed Forces or have previous military service, and were awarded, in writing, any U.S. awards and decorations: you may wear them on your CAP uniform. U.S. Military awards and decorations are higher in the order of precedence and are worn above any CAP awards and decorations you are authorized (13:11). Foreign awards and decorations, approved by congress for wear on U.S. military uniforms, can also be worn on your CAP uniform below any CAP awards and decorations you are authorized (13:11). For more information on military or foreign awards, decorations, badges, or insignia see attachment 1 of CAPR 39-3, Award of CAP Medals, Ribbons, and Certificates, or chapters five and six of CAPM 39-1, Civil Air Patrol Uniform Manual, . The order of precedence for CAP awards and decorations is located in Attachment 1 to CAPR 39-3 or Figures 5-3, 5-4, and 5-5 of CAPM 39-1. Figure 5-3 is for cadet awards and decorations, Figure 5-4 is for senior awards and decorations and Figure 5-5 is for U.S. military awards and decorations. We don't expect you to remember the exact locations, just the number of the regulation or manual. Now let's look at CAP badges and devices.

SCREEN ON SCREEN FADES TO UNIFORM OBJECTIVES SLIDE FIVE.

- Comprehend the proper wear of CAP badges and devices.
- Explain the proper wear of senior member specialty insignia.
  - Medical officer
  - Nurse

--- Legal Officer

-- Explain the proper wear of the communicator's badge.

-- Explain the proper wear of the emergency services qualification badge.

-- Explain the proper wear of the safety badge.

MALE AND FEMALE SENIOR MEMBERS, WITH APPROPRIATE BADGES AND DEVICES, SHOULD BE ON-HAND AND BROUGHT ON CAMERA AS THE NARRATOR DISCUSSES THE ITEM. CAMERA ZOOMS IN ON EACH ITEM AS ITS LOCATION IS DISCUSSED.

NARRATOR: Here are our objectives for the CAP badges and devices section. We have already covered CAP aviation badges and chaplain specialty insignia; therefore, we won't cover these items again. Badges and devices may be worn on the service coat or the shirt, blouse, or overblouse when worn as an outergarment. One U.S. military or foreign aviation badge, authorized for wear in writing, may be worn one-half inch above the nameplate on the right side of service uniforms (11:72). The medical officer, nurse, and legal officer specialty badges are worn on the left side of the uniform in the same location as the chaplain specialty insignia, with one exception (11:72). If the specialty holder is also authorized a CAP aviation badge then the specialty badge is worn one-half inch above the left pocket seam, or if ribbons are worn, one-half inch above the ribbons. The CAP aviation badge would then be worn one-half inch above the specialty insignia. Only the chaplain specialty insignia is worn above CAP aviation badges (11:72). On male service uniforms, the metal, CAP communicator's badges, emergency services qualification badges, and safety badges, are worn centered on the left breast pocket between the bottom of the pocket flap and the bottom seam of the pocket (11:73). These badges come in three types, the basic badge, the senior badge with a star on top of the badge, and a master badge with a star and a wreath on top of the badge. All three versions of the badge are worn in the same place. Female members wear these badges in the same place as specialty insignia, one half inch above the ribbons and one-half inch below a CAP aviation badge. If a female wearer is authorized a specialty insignia, then "one of these badges may be worn above the ribbons and beneath the specialty insignia." (11:73). This completes our quick look at badges and devices, many more, less common, badges and devices are authorized, check CAPM 39-1, Chapter 6 for details. Next we're going to look at the CAP fatigue, or field uniform.

SCREEN ON SCREEN FADES TO UNIFORM OBJECTIVES SLIDE SIX.

- Comprehend how to properly wear CAP fatigue uniforms.

-- Explain the proper wear of the CAP fatigue uniform.

--- Explain the proper wear of the CAP cloth tape.



- Explain the proper wear of cloth name tape.
- Explain the proper wear of the communicator's patch.
- Comprehend the proper wear of CAP headgear.
- Explain the proper wear of the fatigue cap.

NARRATOR: Here are the objectives for our look at the fatigue uniform. The fatigue uniform is worn,

while performing duty at squadron, special activity, or mission sites for (actual or practice missions). The uniform is also authorized for traveling to and from such duty. Members wearing this uniform may make only essential stops en route to and from the duty performance site. This may include short convenience stops and eating at fast food restaurants. Members will not wear the fatigue uniform to off-base business establishments to do extended shopping, dining, socializing, or to take part in any entertainment. . . . Senior members not meeting military style grooming and fitness standards and new cadets not meeting military-style grooming standards are authorized to wear the fatigue uniform without grade insignia. (11:36).

A MALE AND FEMALE SENIOR MEMBER IN FATIGUES ENTER. THE NARRATOR MOVES TO THE MALE SENIOR MEMBER. CAMERA FOLLOWS AND ZOOMS IN ON EACH ITEM AS THE NARRATOR TALKS.

NARRATOR: In Civil Air Patrol, men and women wear the male fatigue uniform with the same emblems, insignia, and badges. Although a female Air Force female fatigue uniform is available, it will not be used by CAP female members (11:36-37). The green shade OG 507 permanent press fatigue shirt is now the standard, the old OG 107 cotton shirt was phased out on 1 Jul 1988. The shirt is "worn inside the trousers" and the "long sleeves should extend to [the] heel of the thumbs." (11:37). A cloth nametape with integrally-woven, white letters on an ultramarine blue background is worn, centered, above the right breast pocket. The tape should rest on, but not over the top seam of the pocket, and regardless of name size, should extend to both edges of the pocket (11:39). A "Civil Air Patrol" tape, with the same type letters and background colors, is worn in the same fashion over the left breast pocket (11:39). The name tapes and the CAP tapes are available from the CAP bookstore. Although it costs a little more, I recommend the hand woven CAP tape over the loom woven tape. It looks much better and matches the name tape exactly. A wing patch is worn on the left sleeve as previously described, one-half inch down from the shoulder seam. If dual enrolled, AFJROTC and CAP patches may be worn as previously described. If authorized for wear, a cloth communicator's patch may be worn, centered on the left breast pocket, between the bottom of the

pocket flap and the bottom pocket seam (11:73,82).

SCREEN ON SCREEN FADES TO A COLOR, CADET AIRMAN INSIGNIA CHART SIMILAR TO FIGURE 6-14, CAPM 39-1 (NOTE: CAPM 39-1 HAS NO FIGURE ILLUSTRATION FOR WEAR OF CADET AIRMAN INSIGNIA ON THE FATIGUE UNIFORM.) OR TO CADET MODELS, ONE WITH BOTH METAL, CAP CUTOUTS AND NO GRADE AND ONE WITH ONE METAL, CADET-AIRMAN, GRADE INSIGNIA AND ONE METAL, CAP CUTOUT.

NARRATOR: Cadets and senior members without grade will wear metal, CAP cutouts on both right and left collars as seen here (11:38). Cadet airmen wear metal, grade insignia on the right collar and a metal, CAP cutout on the left collar (11:38). Cadet airmen wear no insignia on the fatigue cap (11:38). Cadet officers wear cloth or metal, full-size, grade insignia on the right collar and a cloth or metal cutout on the left collar (11:38). Both cloth or metal will be worn, no mixing of types is authorized. If the cloth insignia are worn, "the amount of blue showing beyond the widest points of the insignia[,] after the patch is sewed on the uniform[,] will not exceed 1/8 of an inch." (11:38). What this means is, don't leave a lot of blue cloth outside the grade or cutout. This policy applies to all cloth, insignia, badges, and cutouts.

SCREEN ON SCREEN OPENS WITH A COLOR, CADET OFFICER GRADE INSIGNIA CHART SIMILAR TO FIGURE 6-14, CAPM 39-1, WITH CADET FLIGHT OFFICER INCLUDED.

NARRATOR: As seen here, both the grade insignia and the CAP cutout are worn vertical to the ground, one inch up from the bottom of the collar and centered between the inner and outer edges of the collar (11:38,69). The CAP cutout is placed in the same position on the left collar. Cadet officers may wear cloth, miniature or regular-sized, metal, grade insignia on the fatigue cap one-half inch up from the bill (11:38). (CONSIDER MAKING A CHART FOR THIS, NO FIGURE EXISTS IN CAPM 39-1.)

SCREEN ON SCREEN FADES TO A COLOR VERSION OF SENIOR MEMBER GRADE CHART SIMILAR TO FIGURE 6-3, CAPM 39-1, BUT INCLUDING AT LEAST ONE FLIGHT OFFICER GRADE.

NARRATOR: Senior member officers wear cloth grade insignia and cutouts in the same position as previously discussed and shown here. The grade on the right collar and the CAP cutout on the left collar (11:38,62).

SCREEN ON SCREEN FADES TO FATIGUE HAT CHART SIMILAR TO BOTTOM THIRD OF FIGURE 3-8 AFR 35-10 PAGE 59. (NOTES SECTION SHOULD BE EXCLUDED AND THE GRADES SHOULD HAVE A ONE-HALF INCH MEASUREMENT FROM THE BILL.) THE WORDS "CENTERED" AND THE TWO, THREE AND FOUR STAR GRADES SHOULD BE DELETED. (NOTE: NO FATIGUE CAP FIGURE EXISTS IN CAPM 39-1.)

NARRATOR: Senior member officers may wear one, cloth or regular-size, metal, grade insignia, on the fatigue cap as shown here; one-half inch up from the bill (11:38). Senior member airmen wear cloth chevrons on both sleeves as previously discussed. Air Force Regulation 35-10

recommends four inch chevrons for males and three inch chevrons for females. CAPM 39-1 does not specify a size, but states "standard cloth chevrons." (11:38). Senior member airmen wear no grade insignia on the fatigue cap.

SCREEN ON SCREEN FADES OUT AND THE NARRATOR PROCEEDS TO THE MALE MEMBER IN THE FATIGUE UNIFORM, NARRATOR INDICATES THE T-SHIRT TOP EXPOSED AT THE NECK AS HE SPEAKS. CAMERA FOLLOWS AS HE TALKS ABOUT OTHER UNIFORM ITEMS.

NARRATOR: A plain commercial T-shirt will be worn. If exposed, it must be white (11:38). The belt is the same belt worn with the service uniform and it is worn the same way as with the male service dress uniforms, except the wearer may have up to two inches of blue belt, extending past the buckle. Note, a male type "gig line" still applies. The "bottom of [the] trousers barely rests on the front of the shoes or boots without a break in the creases when not bloused." (11:37). Plain black socks are worn (11:38). Black oxford shoes or black, plain-toed, combat boots are authorized. Trousers are normally worn unbloused and are always worn unbloused if shoes are worn. If combat boots are worn, "unit commanders may authorize personnel to blouse [the] trouser legs[,] evenly over [the] combat boots." (11:37). In bad weather, black or green rubber overshoes are authorized for wear (11:37). A field jacket, with grade insignia and CAP cutouts on the epaulets, is authorized as an outer garment. Cloth name tapes and cloth "Civil Air Patrol" tape and a wing patch should be worn on the field jacket in the same locations as on the fatigue shirt. In cold weather, a regulation parka is authorized with grade insignia and CAP cutouts on the epaulets (11:37,78). No other emblems or insignia are worn on the parka (11:37). A unit commander can authorize the wear of a baseball cap with the fatigue uniform, see CAPM 39-1 for details (11:37). Next we'll look at the mess dress uniforms.

SCREEN ON SCREEN FADES TO UNIFORM OBJECTIVES SLIDE SEVEN.

- Comprehend how to properly wear CAP uniforms.
- Explain the proper wear of male and female CAP dress uniforms.
- Explain the proper wear of miniature medals on CAP dress uniforms.

NARRATOR: Here are our objectives for the mess dress uniform section.

A MALE AND FEMALE SENIOR MEMBER IN MESS DRESS UNIFORMS ENTER CAMERA RANGE. THE NARRATOR POINTS TO EACH UNIFORM ITEM AS HE TALKS ABOUT IT AND THE CAMERA FOLLOWS.

NARRATOR: This section will only be an introduction to mess dress uniforms. You will normally spend many years in CAP before you consider buying this type of uniform because of its expense. The complete

uniform with accessories costs about \$250.00. Therefore, we only want you to know the uniform exists and generally how it is worn. "The mess dress uniform. . . is worn at CAP functions when semiformal civilian dress (dinner jacket and black tie) is appropriate (normally not before 1800 hours), such as parties, dinners, dances, receptions, and evening ceremonies." (11:41). "Appropriate civilian attire is always authorized for occasions where the mess dress uniform is appropriate." (11:41).

A MALE AND FEMALE CADET IN BLUE SEMIFORMAL UNIFORM ENTER CAMERA RANGE. THE NARRATOR POINTS TO THEIR UNIFORM ITEMS AS HE DISCUSSES THEM.

NARRATOR: At functions of this type, cadets wear the blue semiformal uniform. The men's blue semiformal uniform is the male, service dress uniform with a white shirt, and black or blue, satin bow tie. The women's blue semiformal uniform consists of a blue service dress uniform worn with a white, short-sleeved blouse or overblouse, and a blue, collar tab. Only a skirt will be worn, slacks are not authorized. All other uniform items are worn as they would be worn on the respective service coats. The blue semiformal uniform combinations are authorized for cadets only.

THE NARRATOR POINTS TO THE MALE AND FEMALE SENIOR MEMBER IN THE BLUE MESS DRESS UNIFORM AND THE CAMERA ZOOMS IN ON SPECIFIC UNIFORM ITEMS AS HE DISCUSSES THEM.

NARRATOR: Senior members wear the blue mess dress uniform, as seen here. Black mess dress uniforms will not be addressed, since they were phased out at the end of 1988.

NARRATOR MOVES TO THE MALE SENIOR MEMBER AND THE CAMERA FOLLOWS.

NARRATOR: The male mess dress uniform is authorized for year round wear and consists of a dark blue jacket, dark blue trousers, a white mess dress shirt, a blue-satin, bow tie, and a blue-satin cummerbund (11:42). A hat is optional with this uniform. If worn, a dark blue mess dress hat is authorized (11:43). This entire uniform and its accessories are available from the CAP bookstore. The jacket has six tunnel-back style, 30-ligne buttons and two 30-ligne buttons on a small chain for the front of the jacket. One-half inch ultramarine blue braid is worn three inches from the end of the sleeve (11:43). The dark blue shoulder boards are made with embroidered rank, a CAP 25-ligne button at the peak, and one-half inch ultramarine blue braid on both sides of the board (11:44). Trouser lengths are the same as the service dress uniform and the trousers are worn with dark blue or black suspenders (11:43). The white shirt should be a french cuff design, worn with plain, silver, satin-finished cuff links and studs (11:43-44). This is a standard Air Force requirement and these cuff links and studs are also available at the AAFES clothing store. The cummerbund is worn around the waist with the pleats facing upward (11:43). A CAP enamel seal is worn over the middle button on the right side of the mess dress jacket (11:44). Black socks and shoes should be the same type as worn with the

service uniforms.

NARRATOR MOVES TO THE FEMALE SENIOR MEMBER AND THE CAMERA FOLLOWS.

NARRATOR: The female mess dress uniform ". . . consists of a dark blue jacket, ankle-length dark blue skirt, and ruffled white shirt [blouse]." (11:46). The short jacket has six 20-ligne buttons. One-half inch wide ultramarine braid is worn two and one-half inches from the end of the sleeve. The skirt should be worn to ankle length. The white, ruffled, shirt is worn tucked into the skirt and is worn with the blue-satin, mess-dress, tie tab. The blue-satin cummerbund is worn with the pleats facing downward. Pumps and hose of the types used with the service uniforms should be worn. Now let's look at outergarments.

SCREEN ON SCREEN FADES TO UNIFORM OBJECTIVES SLIDE EIGHT.

- Comprehend the proper wear of CAP outergarments.
- Explain the proper wear of the male lightweight blue jacket.
- Explain the proper wear of the female lightweight blue jacket.
- Explain the proper wear of the pullover sweater.
- Explain the proper wear of the male raincoat/all-weather coat.
- Explain the proper wear of the female raincoat/all-weather coat.
- Explain the proper wear of the male topcoat.
- Explain the proper wear of the male overcoat.

MODELS IN SERVICE UNIFORMS WITH THE APPROPRIATE OUTERGARMENTS ENTER AND DEPART AS REQUIRED TO MATCH THE NARRATORS DISCUSSION OF THESE UNIFORM ITEMS.

NARRATOR: Here are our objectives for this section. It looks worse than it is. First here is the male lightweight blue jacket. It is worn with any of the service uniforms except when the service coat is worn. This jacket may be worn to and from the duty performance site and to on-base activities (11:20). "[It] May not be worn to off-base formal or organized functions such as luncheons, meetings, symposiums, conferences, conventions, and to off-base business establishments (if the intent is to do extended shopping, dining, socializing, or to take part in entertainment)." (11:20). It may be worn with civilian attire if grade insignia and CAP cutouts are removed (11:20). It is worn zipped up at least halfway and is not worn with the winter cap (11:20). A wing or region patch is worn on the left shoulder as previously discussed.

SCREEN ON SCREEN OPENS TO A COLOR CHART SIMILAR TO FIGURE 6-2. CAPM 39-1.

NARRATOR: Senior member officers wear metal, regular-size grade insignia on the epaulets, five-eighths of an inch from the shoulder seam and a CAP cutout, halfway between the end of the grade insignia and the epaulet button.

SCREEN ON SCREEN FADES TO A COLOR CHART SIMILAR TO FIGURE 6-20. CAPM 39-1.

NARRATOR: Here is a close-up of the a CAP cutout worn halfway between the end of the grade insignia and the epaulet button. Cutouts are worn on both epaulets.

SCREEN ON SCREEN OPENS WITH AS COLOR CHART SIMILAR TO FIGURE 6-13. CAPM 39-1.

NARRATOR: Cadet officers wear metal, regular-size grade insignia, in the same location, as seen here.

SCREEN ON SCREEN FADES TO A COLOR CHART WITH BOTH CAP CUTOUTS AND AIRMAN GRADE INSIGNIA. (NO FIGURE EXISTS IN CAPM 39-1, ALTHOUGH THE SHORT SLEEVE SHIRT IN FIGURE 6-10 COULD BE MODIFIED SLIGHTLY AND USED.)

NARRATOR: Cadet airmen wear a metal, insignia on the right collar and a CAP cutout on the left collar (11:59). Senior member airmen may wear a metal, grade insignia on the right collar and a metal, CAP cutout on the left collar, or wear four inch chevrons on both sleeves and a CAP cutout on both collars (11:59). Grade insignia will be centered, and horizontal to the ground. CAP cutouts will be centered, and vertical to the ground, as seen here.

SCREEN ON SCREEN FADES OUT. A FEMALE MEMBER ENTERS WEARING A FEMALE LIGHTWEIGHT BLUE JACKET.

NARRATOR: The female lightweight blue jacket will be worn in the same way as the male jacket and under the same restrictions, but has a high neck collar. This jacket is not worn with the scarf, blue winter cap, or ear protectors.

SCREEN ON SCREEN OPENS TO A COLOR CHART SIMILAR TO FIGURE 6-16. CAPM 39-1.

NARRATOR: The high neck jacket on the left is the current Air Force style. The jacket on the right is an older style which may be available through some CAP supply offices. Senior member and cadet officers wear miniature, metal, grade insignia on the right collar, as seen here, and a metal, CAP cutout on the left collar (11:60.75). Cadet airmen wear a metal chevron on the right collar and a CAP cutout on the left collar.

Senior member airmen may wear a metal, chevron on the right collar and a CAP cutout on the left collar, or three inch cloth chevrons on both sleeves and a metal, CAP cutout on both collars (11:59,75).

#### MALE AND FEMALE SENIOR MEMBERS ENTER WEARING PULLOVER SWEATERS.

NARRATOR: The pullover sweater is worn with any of the service uniforms except the service dress, and may be worn under all outergarments except the lightweight, blue jackets (11:21,34). A tie or tab must be worn with the pullover sweater (11:21,34). Male and female members wear the sweater in the same fashion and it may be worn indoors or outdoors (11:21,34). Shirt or blouse collars will be worn inside the sweater (11:21,34). A wing patch is located on the left sleeve in the normal location (11:21,34). Senior member and cadet officers wear shoulder mark insignia on the epaulets as previously described for the epaulet shirts and blouses (11:60). Senior airmen wear metal chevrons, centered, horizontally, on the epaulet with the bottom of the insignia placed one inch from the shoulder seam (11:59,67). Cadet airmen wear metal insignia on the shirt or blouse collar, as previously described. (NOTE: Information provided by the CAP personnel office at CAP National Headquarters. A chart should be made for this item, no figure or guidance exists in CAPM 39-1 concerning the wear of airmen insignia on the pullover sweater.)

SCREEN ON SCREEN OPENS WITH A COLOR CHART SIMILAR TO FIGURE 6-20, CAPM 39-1.

NARRATOR: For all members who wear metal grade insignia on the epaulet, a metal CAP cutout is placed halfway between the top of the grade insignia and the bottom of the epaulet button.

#### A MALE AND FEMALE SENIOR MEMBER ENTER WEARING THE MALE AND FEMALE ALL-WEATHER COATS.

NARRATOR: The male and female all-weather coats may be worn with all the service uniforms including the service dress, all of the mess dress uniforms and the fatigue uniform (11:14,19,26,34,37,45,49). The all-weather coat is worn outdoors only. If the male service coat is worn, the "sleeves should extend even with, or not more than, 1/4 inch beyond [the] service coat sleeves." (11:19). If the female service coat is worn, "[the] Sleeves should extend 1/2 inch beyond the service coat and length should be a minimum of 1/2 inch longer than [the] uniform skirt." (11:34). Both males and females may wear the coat with the top button unbuttoned. Senior member and cadet officer insignia are worn the same as on the male, lightweight, blue jacket, on the epaulets, five-eighths of an inch from the shoulder seam (11:62,68). Senior member officers will wear a CAP cutout on both epaulets, centered horizontally, and placed halfway from the top of the grade insignia to the bottom of the epaulet button as we saw on the male, lightweight, blue jacket. Senior and cadet airmen wear a grade insignia on the right collar and a CAP cutout on the left collar, centered horizontally, and

one inch up from the bottom of the collar (11:59).

A SENIOR MEMBER MALE ENTERS WEARING THE BLUE RAINCOAT.

NARRATOR: The blue raincoat, as seen here, has been phased out of the Air Force uniform issue. It was replaced by the all-weather coat. If your CAP supply still has the blue raincoat, it is authorized for wear by both male and female members with all of the service, mess dress, or fatigue uniforms (11:14,19,26,34,45,49). The raincoat is worn outdoors only. All grade insignia and CAP cutouts are worn on the blue raincoat, as they were on the all-weather coat.

A MALE SENIOR MEMBER ENTERS WEARING THE TOPCOAT.

NARRATOR: The topcoat, as seen here, has been phased out of the Air Force uniform issue. It was replaced by the dual-function, all-weather coat. If your CAP supply still has the topcoat, it is authorized for wear, by male members only with all of the service uniforms and by both male and female members with the mess dress uniforms (11:14,19). The topcoat is worn outdoors only. A CAP wing or region patch is placed on the left sleeve in the normal location. All grade insignia and CAP cutouts are worn on the topcoat, as they were on the all-weather coat.

A MALE SENIOR MEMBER ENTERS WEARING THE OVERCOAT.

NARRATOR: The overcoat may be worn with all male, service uniforms. The overcoat is only used in extreme cold weather conditions and is not readily available. However, if your CAP supply has an overcoat, it is authorized for wear by male members only. A wing or region patch is worn in the normal location on the left sleeve. Six 45-line CAP buttons are required for the overcoat.

SCREEN ON SCREEN FADES TO UNIFORM OBJECTIVES SLIDE NINE.

- Comprehend the proper wear of CAP headgear.
  - Explain the proper wear of the male service cap and the female service hat.
  - Explain the proper wear of the blue, winter cap.
  - Explain the proper wear of the baseball cap.
  - Explain the proper wear of the stocking cap.
  - Explain the proper wear of safety headgear

NARRATOR: Here are our objectives and the types of headgear we are going to look at in this portion of the uniform session.



A MALE SENIOR MEMBER ENTER WEARING A SERVICE CAP AND A FEMALE SENIOR MEMBER WEARING A SERVICE HAT ENTER AND THE CAMERA FOLLOWS AS THE NARRATOR TALKS ABOUT EACH.

NARRATOR: The male service cap may be worn with all the male service uniforms (11:17). Because of its significant cost, the service cap is usually replaced by the flight cap. As seen here, the service cap requires two, screw-post, 25-ligne, CAP buttons. (Narrator takes the service cap from the male senior member and unscrews one of the screw post buttons, then displays it and the one on the opposite side.) The large, CAP, service cap insignia is worn on the service cap (11:17). The cap is worn squarely on the head, as seen here. (Narrator has returned the hat to the male senior member, who put it back on.) Because of the significant cost of this cap, the shade, weave, and material does not have to match the rest of the service uniform (11:17). The female service hat, as seen here, may be worn with all the female service uniform combinations (11:31). The service hat is worn squarely on the head and is worn with the white vinyl cover (11:27,31). Unless authorized by the wing commander, cadet officers may not wear the service cap or service hat (11:17,27). If authorized for wear, the large, cadet, service cap insignia will be worn on both the service cap and the service hat (11:15,27). Cadet airmen do not wear the service cap or hat (11:17,27). In wet weather, the male service cap may be worn with a blue, or translucent vinyl, rain cover (11:17).

THE SERVICE CAP/HAT MODELS DEPART AND A MALE AND FEMALE SENIOR LIEUTENANT COLONEL ENTER WEARING THE SERVICE CAP AND HAT, RESPECTIVELY.

NARRATOR: As seen here, male, senior member officers, in the grade of lieutenant colonel and above, wear the service cap with lightning bolts, cloud and dart design on the bill (11:15). Female senior member officers wear a lightning bolts, cloud and dart design on a hat band as seen here (11:27).

THE LIEUTENANT COLONEL SENIOR MEMBERS DEPART. A MALE AND FEMALE SENIOR MEMBER ENTER WEARING THE ALL-WEATHER COAT AND THE BLUE WINTER CAP.

NARRATOR: This winter cap is the same design for males and females. The blue winter cap may be worn with all the service uniform combinations, provided a raincoat, all-weather coat, topcoat, overcoat or parka is also worn (11:17,31). When worn by female members, the wearers hair will not protrude below the front band of the cap (11:31). It is expected this cap will only be worn in severe cold weather. Senior member and cadet officers wear a metal, regular-size, grade insignia, centered on the front flap of the hat.

A SENIOR MEMBER ENTERS WEARING A FATIGUE UNIFORM WITH AN AUTHORIZED BASEBALL CAP.

NARRATOR: When authorized by the appropriate wing commander, a baseball cap may be worn with the fatigue uniform, jumpsuit, or flying

clothing (11:37,86,90).

A SENIOR MEMBER ENTERS WEARING A FATIGUE UNIFORM WITH A STOCKING CAP.

NARRATOR: If conditions warrant, a squadron commander may authorize wear of a stocking cap, seen here, with the fatigue uniform. This cap is the dark-blue, U.S. Navy watch cap (11:17).

A MALE AND FEMALE SENIOR MEMBER ENTER WEARING SAFETY HEADGEAR.

NARRATOR: A protective helmet may be worn with any CAP uniform combination, except the mess dress and blazer uniforms while operating or riding on a motorcycle, or motor scooter (11:18,31). Safety headgear may be worn with the fatigue uniform when accomplishing a mission which requires this protection (11:37). Safety headgear may be authorized, by the wing commander, for wear with the CAP jumpsuit as a normal uniform item or for special activities (11:86). Now lets look at the CAP unique uniforms.

SCREEN ON SCREEN FADES TO UNIFORM OBJECTIVES SLIDE TEN.

- Comprehend how to properly wear the CAP distinctive uniforms.
- Explain the proper wear of the CAP jumpsuit.
- Explain the proper wear of the CAP blazer uniform.
- Explain the proper wear of the CAP summer uniform.
- Explain the proper wear of CAP flying clothing.

NARRATOR: Here are our objectives for the CAP unique uniform segment.

A MALE AND FEMALE SENIOR MEMBER IN A CAP JUMPSUITS COME INTO CAMERA RANGE. (NOTE: MALE MEMBER WITH A FLIGHT CAP AND FEMALE MEMBER WITH NO HEADGEAR.)

NARRATOR: The first CAP unique uniform we will look at is the CAP jumpsuit. "The jumpsuit is an optional uniform which may be worn by both cadet and senior members for flying activities or as an optional utility uniform." (11:86).

The jumpsuit may also be authorized by the local commander for wear by cadets for classroom meetings or special purposes. Special purpose activities include, but are not limited to, drills, parades, tours of military installations, military airlift, manning recruiting booths, participating in approved fund-raising activities, or any group situation where the basic service uniform is not mandatory. (11:86)

NARRATOR MOVES TO THE MALE SENIOR MEMBER IN THE JUMPSUIT. CAMERA

FOLLOWS AS HE DESCRIBES EACH INSIGNIA, EMBLEM OR BADGE.

NARRATOR: The jumpsuit is a one piece uniform item. A wing or region patch is worn on the left sleeve as previously explained, centered, one-half inch down from the shoulder seam (11:86). A CAP tape is worn above the left breast pocket (11:86). This tape is the same as the type on the fatigue uniform and is worn in the same way. Furthermore, a nametape of the same type is worn over the right breast pocket (11:86). A three-inch diameter, cloth, CAP seal is worn on the right breast above the nametape (11:86). "Cadet airmen will wear metal chevrons on the right collar and a metal C.A.P. cutout on the left collar. Cadet officers will wear the miniature officer grade insignia on the right collar and the metal C.A.P. cutout on the left collar." (11:86). Cadets are not authorized to wear cloth grade insignia and cutouts on the jumpsuit (11:86). "Senior members will wear regular-size grade insignia (cloth or plastic) centered horizontally on top of each shoulder with [the] bottom edge of [the] insignia placed one-half inch from shoulder seam." (11:86). Senior members will not wear CAP cutouts (11:86). CAP aviation badges will be worn one-half inch above the Civil Air Patrol Tape. Seniors will wear cloth CAP aviation badges and cadets will wear metal, CAP aviation badges. A number of additional patches are authorized for wear, for more information consult chapter 7, CAPM 39-1. Males wear the flight cap and females, normally, wear the beret with the jumpsuit; however, headgear for females is optional with the jumpsuit. Furthermore, wing commanders may authorize additional headgear for the jumpsuit, see CAPM 39-1 for details. Males wear black socks and females wear neutral hose. "Any type plain black shoe, boot, or loafer" may be worn with the jumpsuit (11:86). "A long-sleeved, dark blue, turtle neck shirt may be worn under the jumpsuit." (11:86). Since the jumpsuit is not an Air Force style uniform, any type cold-weather outer garment may be worn with the jumpsuit. Senior members and new cadets not meeting military-style grooming and fitness standards are authorized to wear the jumpsuit with grade insignia.

THE JUMPSUIT MODELS DEPART. A MALE AND FEMALE SENIOR MEMBER IN CAP BLAZER UNIFORMS ENTER CAMERA RANGE. CAMERA FOLLOWS AS THE NARRATOR TALKS ABOUT EACH UNIFORM ITEM.

NARRATOR: "The CAP blazer uniform is encouraged for wear at social occasions [and may be worn year-round]." (11:88). "The blazer uniform [is the only CAP uniform, which]. . . may be worn without restrictions on non-CAP occasions. . .", provided, the activity does not bring discredit upon the uniform (11:2,88). The blazer uniform and accessories are available from the CAP bookstore.

CAMERA FOLLOWS THE NARRATOR TO THE SENIOR MEMBER IN BLAZER UNIFORM. CAMERA FOLLOWS AS HE DESCRIBES EACH ITEM.

NARRATOR: The men's blazer uniform consists of a dark blue flannel or tropical worsted, two- or three-button, single-breasted coat with two lower patch pockets and an optional left breast pocket. The large,

front. coat buttons are CAP, 36-line buttons, and the coat has two or three CAP 20-line buttons on the each sleeve. A large CAP crest is worn on the left, centered, on the left breast, or if the coat has a breast pocket, centered, on the left breast pocket. A blazer nameplate, seen here, is "Worn immediately above the left breast pocket or 1/2 inch above the CAP crest if [the] blazer has no pocket." (11:88). (CAMERA ZOOMS IN ON THE NAMEPLATE.) The blazer nameplate is black and has a mounted CAP crest and miniature grade insignia. It is inscribed with the member's last name and the members's wing or region. A white, dress-type, shirt or white, turtleneck sweater is worn with this uniform combination. The necktie will be a any conservative color, or a blue, gray, or maroon blazer necktie with the CAP shield. The trousers are "medium gray flannel, tropical worsted, or similar commercial blend, full cut, straight hanging, pleated or unpleated, cuffed or uncuffed." (11:88). Black or dark blue socks, and black shoes complete this combination.

CAMERA FOLLOWS NARRATOR TO FEMALE SENIOR MEMBER. CAMERA ZOOMS IN AND FOLLOWS AS THE NARRATOR DISCUSSES EACH UNIFORM ITEM.

NARRATOR: The female blazer uniform consists of a dark blue coat, the same style and material as the male coat. The CAP crest is mounted in the same position as on the male coat (11:88). A blazer nameplate is "Worn immediately above the left breast pocket or above the crest if the blazer has no pocket." (11:88). A "white, simple-design blouse without ruffles or excessive ornamentation," or "a plain white sweater (shell, or turtleneck sweater may also be worn." (11:88). A medium-gray skirt or slacks are worn (11:88). The skirt can be either a straight or A-line style without pleats. The slacks should have straight legs and not be tapered or have bell bottoms. The slacks may be cuffed or uncuffed. Both the skirt and slacks will be made of a flannel, tropical worsted, or similar commercial blend material. Neutral hose and black tailored pumps or black leather loafers complete the combination.

CAMERA FOLLOWS NARRATOR TO A TABLE AND ZOOMS IN ON THE INSIGNIA AS HE DISCUSSES EACH ONE.

NARRATOR: The following badges or devices are authorized on either the male or female blazer uniform. If authorized a chaplain specialty insignia, the member may wear it one-half inch above the nameplate. FAA pilot proficiency wings may be worn on the left lapel or as a tie tac on the male blazer uniform. One of the following lapel pins are authorized on either lapel of the blazer uniform, National Staff College, Region Staff College, or International Air Cadet Exchange lapel pins or the National Search and Rescue School "Seagull." Next lets look at the CAP summer uniform.

BLAZER UNIFORM MODELS DEPART. A MALE AND FEMALE SENIOR MEMBER IN THE CAP SUMMER UNIFORM ENTER CAMERA RANGE.

NARRATOR: If you take the male CAP blazer uniform or the female blazer

uniform with slacks, remove the blazers and add a dark blue "Guayabera" type shirt; you have the CAP summer uniform. A blazer nameplate is worn immediately above the left breast pocket (11:88). The summer uniform is worn under the same conditions as the blazer uniform.

SUMMER UNIFORM MODELS DEPART. A MALE AND FEMALE IN FLIGHT SUITS ENTER CAMERA RANGE. CAMERA FOLLOWS AS THE NARRATOR DISCUSSES EACH ITEM.

NARRATOR: Wear of flight clothing is the same for males and females. All CAP members flying in CAP corporate aircraft will wear a CAP uniform (11:90). Furthermore, all CAP members flying in member-owned aircraft, while being used on a CAP flight activity, will wear a CAP uniform (11:90). The service uniform, utility or fatigue uniform, the CAP jumpsuit, the CAP blazer or summer uniforms, an Air Force style flight suit, a CAP flight suit, and the CAP flying/recreational uniform meet these requirements. "The [CAP flight] suit is made of NOMEX in a royal blue color and is similar in design to the CAP jumpsuit. The primary difference is the addition of map pockets, long sleeves, and velcro takeups on the wrists and ankles." The CAP flight suit can be purchased from the CAP bookstore. Only the following badges, insignia and devices will be worn on the CAP flight suit or an Air Force style flight suit. "A leather patch, [as seen here,] with name, grade, and. . . [CAP aviation badge is worn,] centered on the left breast pocket." (11:90). A three-inch diameter, cloth, CAP seal is worn "on [the] right breast directly opposite the leather name patch." (11:90). A two-inch by three and one-half-inch, ". . . cloth American flag emblem with gold border . . . [is worn on the left shoulder,] one-half inch below the shoulder seam." (11:92). Normally a wing or region patch is worn one-half inch down on the right shoulder, however, this may be also be any authorized patch of the member's choice (11:92). An optional, emergency services patch may be worn on the right breast pocket or corresponding position (11:92). New senior members and cadets with no grade wear a CAP cutout on both collars. Cadet airmen wear a metal, grade insignia on the right collar and a CAP cutout on the left collar (11:92). Cadet officers wear miniature, metal, officer, grade insignia on the right collar and a metal, CAP cutout on the left collar (11:92). Senior member officers will wear regular-size, plastic-encased, grade insignia centered horizontally on [the] top of each shoulder with [the bottom] edge of [the] insignia placed one-half inch from [the] shoulder seam. Senior member officers will not wear cutouts (11:92). If a flight jacket is worn, grade insignia is optional. If grade insignia are worn, they will be the same type as worn on the flight suit and the CAP seal must be centered on the right breast (11:92). The member has the option of wearing the same patches on the flight jacket as on the flight suit. "Senior members not meeting military-style grooming and fitness standards and new cadets not meeting military-style grooming standards are authorized to wear the CAP flight suit with grade insignia or the Air Force style flight suit without grade insignia." (11:92).

FLIGHT SUIT MODELS DEPART. A SENIOR MEMBER IN THE CAP FLYING/RECREATIONAL UNIFORM ENTERS CAMERA RANGE.

NARRATOR: The CAP flying/recreational uniform is an optional recreational activity uniform for all male and female members of CAP regardless of grade. It consists of a navy blue knit shirt with CAP seal in silver or gold lettering, or a white shirt with the CAP seal in blue lettering and gray slacks. These uniform items are available from the CAP bookstore.

SENIOR MEMBER DEPARTS. CAMERA FOCUSES ON THE NARRATOR.

NARRATOR: Well, that completes our look at the uniforms of the Civil Air Patrol. Let's take a break and we'll do a uniform summary at the beginning of the next section. Your local instructor will tell you when to return.

FADE TO BLACK.

PROPOSED VIDEO TAPE SCRIPT - PART IV

CAMERA DIRECTED ON THE NARRATOR.

NARRATOR: Welcome back. During this session, we are going to go through an interim summary on CAP uniforms and then look at the customs and courtesies extended between those members in uniform. We'll continue with the cadet and senior member training programs, senior member responsibilities when dealing with cadets, a quick look at CAP publications and a short review of the CAP insurance program. We'll complete this course with a final summary.

SCREEN ON SCREEN OPENS WITH UNIFORM INTERIM SUMMARY CHART ONE.

CAP UNIFORMS

- UNIFORMS - GENERAL

-- CAP MEMBERS AUTHORIZED TO WEAR THE UNIFORM. NOT REQUIRED TO

- UNIFORMS REQUIRED

--- CAP AIRCREW MEMBERS IN CORPORATE AIRCRAFT

--- CAP AIRCREW MEMBERS IN MEMBER-OWNED AIRCRAFT ON CAP MISSION

--- THOSE SENIOR MEMBERS WHO CONDUCT THE CADET PROGRAM

SERVICE UNIFORMS

-- USAF UNIFORMS WITH CAP EMBLEMS, BUTTONS, INSIGNIA, AND BADGES

MEMBERS WEARING SERVICE UNIFORMS EXPECTED TO MEET CAP GROOMING AND WEIGHT STANDARDS

ITEMS SUCH AS JEWELRY, COMBS, WRITING INSTRUMENTS, AND SUNGLASSES MAY NOT BE WORN EXPOSED ON THE SERVICE UNIFORMS

MIXING OF SHADES AND MATERIALS IN SERVICE COATS VERSUS TROUSERS OR SKIRTS/SLACKS IS NOT AUTHORIZED

SCREEN ON SCREEN FADES TO UNIFORM INTERIM SUMMARY CHART TWO.

CAP UNIFORMS CONTINUED

- MALE MINIMUM BASIC UNIFORM

FLIGHT CAP WITH CAP FLIGHT CAP INSIGNIA

- WHITE T-SHIRT
- LIGHT-BLUE, SHORT-SLEEVE EPAULET SHIRT WITH WING/REGION PATCH, GRADE INSIGNIA, BLUE CAP THREE-LINE NAMEPLATE, AND CAP CUTOUTS (IF REQUIRED)
- AERONAUTICAL BADGE AND CHAPLAIN SPECIALTY BADGE REQUIRED IF AUTHORIZED
- BLUE BELT WITH SILVER BUCKLE, METAL TIP TO THE LEFT
- DARK BLUE, SERVICE TROUSERS
- PLAIN, BLACK SOCKS
- PLAIN, BLACK, ROUNDED-TOE, LOW QUARTER, SHOES

SCREEN ON SCREEN FADES TO UNIFORM INTERIM SUMMARY CHART THREE.

CAP UNIFORMS CONTINUED

- FEMALE MINIMUM BASIC UNIFORM
  - FLIGHT CAP WITH FLIGHT CAP INSIGNIA
  - LIGHT BLUE, SHORT-SLEEVE, STANDARD-LENGTH OVERBLOUSE WITH EPAULETS AND TIE TAB OR LIGHT BLUE, SHORT-SLEEVE, LONG-LENGTH OVERBLOUSE WITH EPAULETS AND TIE TAB OR LIGHT BLUE, SHORT-SLEEVE, CONVERTIBLE COLLAR BLOUSE WITH EPAULETS, WITH OR WITHOUT TAB
  - WING/REGION PATCH, LEFT SLEEVE, CENTERED, 1/2 INCH DOWN FROM THE SHOULDER SEAM
  - BLUE THREE-LINE NAMEPLATE
    - STANDARD-LENGTH AND LONG-LENGTH OVERBLOUSE, RIGHT SIDE, CENTERED BETWEEN THE FLY FRONT AND THE ARM SEAM 1 1/2 TO 2 1/2 INCHES BELOW THE TIE TAB, HORIZONTAL WITH THE GROUND
    - CONVERTIBLE-COLLAR BLOUSE, RIGHT SIDE, CENTERED BETWEEN THE BUTTON AND THE ARM SEAM, NOT LOWER THAN THE FIRST BUTTON OR HIGHER THAN 1 1/2 INCHES ABOVE THE FIRST BUTTON
  - OVERBLOUSE OR BLOUSE WILL HAVE WING/REGION PATCH, CAP BLUE THREE-LINE NAMEPLATE, GRADE INSIGNIA, AND CAP CUTOUTS (IF REQUIRED).
  - AERONAUTICAL BADGE AND CHAPLAIN SPECIALTY BADGE REQUIRED



IF AUTHORIZED

- BLUE BELT WITH SILVER BUCKLE, METAL TIP TO THE RIGHT  
(ONLY IF BELTED SKIRT IS WORN)
- DARK BLUE SERVICE SKIRT OR DARK BLUE SERVICE SLACKS
- NEUTRAL, DARK BROWN, OR DARK BLUE, UNPATTERNED, NYLON HOSE  
OR BLACK SOCKS (IF OXFORDS AND SLACKS ARE WORN)
- BLACK PUMPS (HEEL NOT HIGHER THAN 2 1/2 INCHES OR LOWER  
THAN 1 INCH) OR BLACK OXFORDS (HEEL NOT HIGHER THAN 1 1/2  
INCHES) NOTE: BLACK LOAFERS AUTHORIZED FOR CADETS ONLY

SCREEN ON SCREEN FADES TO UNIFORM INTERIM SUMMARY CHART FOUR.

CAP UNIFORMS CONTINUED

- MALE SERVICE DRESS VERSUS MINIMUM BASIC UNIFORM
  - ADD DARK BLUE NECKTIE
  - ADD DARK BLUE SERVICE COAT WITH GRADE INSIGNIA, CAP  
CUTOUTS, AND CAP BLUE THREE-LINE NAMEPLATE (PLACED AS ON  
SHIRTS) NOTE: ULTRAMARINE BLUE BRAID ON SLEEVES FOR SENIOR  
MEMBER OFFICERS 3 INCHES UP)
  - CAP CUTOUTS, PLACED APPROXIMATELY HALFWAY UP THE FRONT  
LAPEL SEAM, RESTING ON, BUT NOT OVER IT (BOTH LAPELS)
  - AUTHORIZED RIBBONS, AERONAUTICAL BADGE AND CHAPLAIN  
SPECIALTY INSIGNIA REQUIRED

SCREEN ON SCREEN FADES TO UNIFORM INTERIM SUMMARY CHART FIVE.

CAP UNIFORMS CONTINUED

- FEMALE SERVICE DRESS VERSUS MINIMUM BASIC UNIFORM
  - DARK BLUE TAB REQUIRED ON CONVERTIBLE-COLLAR BLOUSE
  - ADD DARK BLUE SERVICE COAT WITH GRADE INSIGNIA, CAP  
CUTOUTS, AND CAP BLUE THREE-LINE NAMEPLATE (ULTRAMARINE  
BLUE BRAID ON SLEEVES OF THE BLAZER-STYLE SERVICE COAT FOR  
SENIOR MEMBER OFFICERS 2 1/2 INCHES UP) NOTE: ONLY THE  
BLAZER-STYLE COAT CAN BE WORN WITH SLACKS
  - BLUE THREE-LINE NAMEPLATE
    - BLAZER STYLE SERVICE COAT, RIGHT SIDE, CENTERED  
BETWEEN THE LAPEL AND THE ARM SEAM, 1 TO 2 INCHES

HIGHER THAN THE TOP BUTTON. HORIZONTAL WITH THE GROUND

---- SEMIBOX-STYLE SERVICE COAT, RIGHT SIDE, CENTERED  
BETWEEN THE LAPEL AND THE ARM SEAM, 2 TO 2 1/2 INCHES  
ABOVE THE BUTTONS, HORIZONTAL WITH THE GROUND

--- CAP CUTOUTS

---- BLAZER-STYLE SERVICE COAT, PLACED APPROXIMATELY  
HALFWAY UP THE FRONT LAPEL SEAM, RESTING ON, BUT NOT  
OVER IT (BOTH LAPELS)

---- SEMIBOX-STYLE SERVICE COAT, CENTERED HORIZONTALLY ON  
BOTH LAPELS, ONE INCH UP FROM THE NOTCH IN EACH LAPEL

--- AUTHORIZED RIBBONS, AERONAUTICAL BADGE AND CHAPLAIN  
SPECIALTY INSIGNIA REQUIRED

SCREEN ON SCREEN FADES TO UNIFORM INTERIM SUMMARY CHART SIX.

#### CAP UNIFORMS CONTINUED

- AWARDS AND DECORATIONS

-- MALES - CENTERED OVER LEFT POCKET RESTING ON BUT NOT OVER THE  
TOP SEAM ON ALL SERVICE UNIFORM SHIRTS OR SERVICE COAT.

-- FEMALES - LEFT SIDE OF SERVICE BLOUSE, OVERBLOUSE, OR SERVICE  
COAT ON AN IMAGINARY LINE EVEN WITH THE BASE OF THE NAMEPLATE.

-- ORDER OF PRECEDENCE - CAPM 39-3 OR CAPM 39-1

- BADGES AND DEVICES

-- AERONAUTICAL BADGES

--- WITHOUT RIBBONS, 1/2 INCH ABOVE, LEFT POCKET (MALES) OR  
1/2 INCH ABOVE LINE EVEN WITH BASE OF NAMEPLATE (FEMALES)

--- WITH RIBBONS, 1/2 INCH ABOVE RIBBONS

- SPECIALTY INSIGNIA

--- WITHOUT RIBBONS, 1/2 INCH ABOVE POCKET, AERONAUTICAL WOULD  
THEN BE 1/2 INCH ABOVE SPECIALTY BADGE, EXCEPT CHAPLAIN  
SPECIALTY INSIGNIA WHICH WOULD BE REVERSED

--- WITH RIBBONS, 1/2 INCH ABOVE RIBBONS, AERONAUTICAL WOULD  
THE BE 1/2 INCH ABOVE, EXCEPT CHAPLAIN SPECIALTY INSIGNIA  
WHICH WOULD BE REVERSED

SCREEN ON SCREEN FADES TO UNIFORM INTERIM SUMMARY CHART SEVEN.

CAP UNIFORMS CONTINUED

- UTILITY OR FATIGUE UNIFORMS
  - MALE UNIFORM STYLE ONLY.
  - CLOTH NAMETAPE ABOVE RIGHT POCKET
  - CLOTH "CIVIL AIR PATROL" TAPE OVER LEFT POCKET
  - WING PATCH ON SHIRT, LEFT SLEEVE, CENTERED, 1/2 INCH DOWN FROM SHOULDER SEAM
- DRESS UNIFORMS
  - VERY EXPENSIVE
  - NOT 'REQUIRED', APPROPRIATE CIVILIAN CLOTHING ACCEPTABLE
- OUTERGARMENTS ARE OPTIONAL
- OPTIONAL HEADGEAR IS AVAILABLE

SCREEN ON SCREEN FADES TO UNIFORM INTERIM SUMMARY CHART EIGHT.

CAP UNIFORMS CONTINUED

- CAP DISTINCTIVE UNIFORMS
  - GROOMING AND WEIGHT STANDARDS REQUIRED
    - AIR FORCE STYLE FLIGHT SUIT WITH GRADE INSIGNIA
  - GROOMING AND WEIGHT STANDARDS NOT REQUIRED
    - JUMPSUIT WITH GRADE
    - CAP FLIGHT SUIT WITH GRADE INSIGNIA
    - BLAZER UNIFORM
    - SUMMER UNIFORM
    - FLYING/RECREATIONAL UNIFORM

NARRATOR WALKS THROUGH EACH OF THE INTERIM REVIEW SLIDES USING THE MALE AND FEMALE MODELS AS HE QUICKLY REVIEWS EACH UNIFORM ITEM.

SCREEN ON SCREEN OPENS UP SHOWING A CADET APPROACHING A SENIOR MEMBER

OUTDOORS. THE CADET EXECUTES A BRISK SALUTE AND THE SENIOR MEMBER RETURNS IT - RUNNING TIME APPROXIMATELY 20 SECONDS.

[NARRATOR:] Whenever you wear a military-style CAP uniform you will be expected to use the same customs and courtesies used by active duty personnel. While there is no enforcement of military customs by and between CAP members, these practices are important for maintaining unit integrity and discipline, and for maintaining cordial relations between CAP and the military. (32:18).

SCREEN ON SCREEN FADES TO OBJECTIVE CHART ONE.

- Comprehend the courtesies extended by the junior to a senior officer.
- Comprehend the proper procedure for saluting.
  - Explain the reasons for saluting other CAP and military members.
  - Demonstrate a properly executed salute.
  - Explain the proper procedure for showing respect to the United States flag, indoors and outdoors.
  - Explain the proper conduct when the national anthem is played while in uniform.
- Know the proper placement and display of the United States flag.

SCREEN ON SCREEN FADES TO A COLOR GRADE INSIGNIA CHART SUCH AS FIGURE 6-1 CAPM 39-1, BUT WITH ONLY THE LARGE SIZE INSIGNIA AND NO SIZES OR DESCRIPTIONS.

NARRATOR: Many of the military-style courtesies used by military personnel are merely "an acknowledgement. . . of the relationship between a junior and a senior in the grade structure." (32:18). From our previous look at the CAP grade structures, you recognize these as the senior member officer grades. In this structure the flight officer is junior to the technical flight officer, who is junior to the senior flight officer, who is junior to the second lieutenant, who is junior to the first lieutenant, who is junior to the captain and so on. Senior member airmen or new members with no grade are junior to all of these officer grades. This is exactly as it is in the Armed Forces. However, CAP has one additional wrinkle, all cadet members are considered junior to all senior members. Lets look at some of the courtesies extended by the junior to the senior.

SCREEN ON SCREEN FADES TO THE SAME SALUTING VIDEO SHOWN AT THE BEGINNING OF THIS SECTION AND THEN FADES TO A FRONT SHOT OF A MALE CAP MEMBER. AT

EASE, COMING TO ATTENTION AND EXECUTING A PROPER SALUTE. THE VIDEO FREEZES WHEN THE SALUTE IS AT THE EYEBROW, WHEN THE NARRATOR TALKS ABOUT SEEING THE SALUTE AGAIN, THE PICTURE FADES AND STARTS AGAIN IN SLOW MOTION, ONCE AGAIN FREEZING AT THE APPROPRIATE TIME/S. (ENSURE THE DEMONSTRATOR EXECUTES AN EXCELLENT SALUTE!) THE SECOND TIME THE ENTIRE SALUTE WILL BE ACCOMPLISHED, INCLUDING THE RETURN OF THE HAND TO THE DEMONSTRATORS SIDE.

NARRATOR: The most common courtesy extended by the junior to the senior is the salute. Senior member airmen salute senior member officers but do not salute higher ranking airmen. Junior officers salute all higher ranking officers and cadets salute all senior members. The hand salute is used "... both as a greeting and a symbol of mutual respect." (31:11-40). This form of greeting dates back to the middle ages when "knights in armor raised their empty hands or uncovered their visors in friendship." (31:11-40). You just saw the salute in action, let's look at it again and describe the movements as they occur. First, in order to execute a salute "you must be sitting or standing at attention OR marching." (32:19). If you are at ease, as seen here, (VIDEO FLASHES BACK TO THE DEMONSTRATOR WHEN AT EASE AND FREEZES) you must first "... come smartly to attention." (32:19). (THE VIDEO RUNS UNTIL THE DEMONSTRATOR IS AT ATTENTION AND FREEZES, THEN RUNS AS THE NARRATOR DESCRIBES THE SALUTE MOVEMENTS AND FREEZES AT THE TOP OF THE SALUTE. THE VIDEO STARTS AGAIN AS THE NARRATOR DESCRIBES THE ONE COUNT DROP OF THE HAND.)

Next, your right hand is raised smoothly and directly until the middle finger touches either the brim of your hat or your eyebrow, above and slightly to the right of your eye, with the hand held flat and facing the ground. If you are wearing glasses, your [middle] finger should just touch the right corner of the frame. Notice that the upper arm is held horizontal to the ground, and the elbow is slightly forward of the body; you don't have to strain to keep your arm in perfect line with your shoulders. ... The salute is concluded by returning your hand smoothly to your side in a [single] motion. A verbal greeting like "good morning, sir," [or "good afternoon, Ma'am,] should accompany the salute when appropriate. (32:19).

SCREEN ON SCREEN FADES TO A VIDEO OF A JUNIOR OFFICER PASSING A SENIOR OFFICER. THE CAMERA HOLDS ON THE JUNIOR OFFICER AS HE EXECUTES A SALUTE, THEN PANS TO THE SENIOR WHO RETURNS IT AND DROPS HIS HAND, THEN PANS BACK TO THE JUNIOR WHO DROPS HIS HAND.

NARRATOR: "In saluting between members, the junior initiates the salute, and holds it until the senior returns it. The senior will not hold the salute, but will simply raise then lower the hand." (32:19).

SCREEN ON SCREEN FADES TO A VIDEO OF A CADET SALUTING A SENIOR MEMBER, A CAP OFFICER SALUTING A SENIOR CAP OFFICER, AND AN AIR FORCE NCO SALUTING

A CAP OFFICER (APPROXIMATE TIME 4-6 SECONDS EACH). THE VIDEO CONTINUES WITH A CAP OFFICER SALUTING AN AIR FORCE OFFICER AND IF POSSIBLE, A CAP OFFICER SALUTING A SENIOR RANKING ALLIED OFFICER. THESE OFFICERS SHOULD BE READILY AVAILABLE ON ONE OF THE AIR UNIVERSITY SCHOOL STAFFS OR AT THE INTERNATIONAL OFFICERS SCHOOL.

NARRATOR: "As a CAP officer you will be trading salutes with three primary groups: CAP cadets, other CAP senior members, and active duty military personnel." (32:19). Cadets should salute higher ranking cadet officers and all uniformed senior members (32:19). "Improper return of a cadet's salute is a breach of courtesy and sets an extremely bad example." (32:19). As uniformed members of the USAF auxiliary, CAP members salute senior Air Force officers, senior officers of the US Armed Forces and senior officers of friendly foreign nations. (32:19). This means a CAP captain would salute a Marine Corps major, who would return it. Armed Forces enlisted personnel are not required to salute CAP officers; however, almost all of them will. Therefore, it is extremely important to smartly return the salute and exchange greetings. On a military installation, you are representing the Civil Air Patrol and your behavior should reflect favorably on the organization. It is important to understand that "CAP members do not have to salute each other. . . . The practice of [this] military courtesy then, is just a custom which Civil Air Patrol members have found to be a desirable one ever since CAP was formed." (31:11-39).

In your CAP uniform, you represent the U.S. Air Force as a member of its official auxiliary. . . . [As such] no CAP member of any rank has any right to require a military person to do anything. Only military people may order other military people to do things. And conversely, military people cannot order members of the Civil Air Patrol to do anything. Military do not order civilians.

One exception to this rule exists. CAP members are not subject to the Uniform Code of Military Justice as military members are; however, security police, on a military installation, have the power to enforce the law. This gives them the right to arrest, and hold for trial by federal magistrate, any civilian who breaks the law on a military installation or reservation. The Air Force and its auxiliary are a team. Mutual cooperation and respect will go a long way to solve any problem between our two organizations. So far very, very few problems in this area have occurred and we include it in this course only to make you aware of your status, thereby attempting to avoid any future misunderstandings. This is just common courtesy. CAP's chain of command will direct CAP personnel and the military chain of command will direct military personnel.

SCREEN ON SCREEN FADES TO A CADET OFFICER REPORTING TO HIS SQUADRON COMMANDER IN HIS OFFICE - RUNNING TIME APPROXIMATELY 12 SECONDS. THEN CUT TO A CLIP OF THE "NO HAT" AREA OUTSIDE OF THE ACSC AUDITORIUM DURING A BREAK, AN OUTDOOR SALUTE EXCHANGE, AN OUTDOOR EXCHANGE WITH JUNIOR

CARRYING A LARGE PACKAGE AND ONLY GIVING A VERBAL GREETING. A CAP MEMBER SALUTING A GENERAL OFFICER IN A STAFF CAR, AND A CLOSE UP OF A C-21 WITH A GENERAL OFFICER PLATE MOUNTED ON IT. AS THE NARRATOR TALKS ABOUT THESE AREAS. EACH CLIP IS RUN - SHORT AND SWEET - 4-6 SECONDS MAXIMUM PER CLIP.

NARRATOR: Here we see a cadet officer reporting to his squadron commander. (VIDEO RUNS WITH SOUND.) Salutes are not exchanged indoors "... except when formally reporting to a senior officer." (32:19). "Indoors" includes outdoor locations which have been designated as "no hat" areas." This "no hat" area is outside the Air Command and Staff college auditorium at Maxwell AFB, Alabama.

Outdoors, you should salute on recognizing a senior officer. It not practical to prescribe an exact distance, but it is rarely over 30 feet. People carrying articles in both hands which cannot be transferred to the left hand do not salute, but offer a verbal greeting. . . . Other situations outdoors involve vehicles and aircraft. When high ranking military officers ride in military transportation, usually general officers or installation commanders, their [grade] insignia may be displayed on the vehicle, and military and CAP personnel are expected to salute, holding the salute until the vehicle passes. (32:20).

NARRATOR: If you should pass an aircraft with a general officer's grade insignia in the aircraft window, you should salute the aircraft and proceed with your mission.

SCREEN ON SCREEN FADES, CAMERA FOCUSES ON THE NARRATOR.

NARRATOR: "... Senior officers should always be addressed using "sir" or "ma'am" or by their rank or title." (32:20). You local instructor will now stop the tape and let each of you practice a salute.

FADE TO BLACK, CAMERA RETURNS TO NARRATOR AFTER 5 SECONDS.

NARRATOR: Now that you know how to execute a proper salute this completes our short look at courtesies to people. Now let's take a look at the courtesies extended by CAP personnel to the United States flag and the national anthem.

VIDEO, WITH SOUND, OF A CAP MEMBER WALKING IN ACADEMIC CIRCLE, THE NATIONAL ANTHEM IS HEARD, THE MEMBER STOPS FACES THE MUSIC AND SALUTES - RUNNING TIME 5-6 SECONDS. IF POSSIBLE FOLLOW WITH CIVILIANS IN THE PICTURE WITH AND WITHOUT HATS. FINALLY, SHOW A CAP MEMBER SALUTING A U.S. FLAG IN A PASSING COLOR GUARD.

NARRATOR: Here, we see a senior member extending the proper courtesy to the national anthem. If outdoors, in uniform, and the anthem is being played, you should stop, turn, and face the flag, or the music if the

flag is not visible, and salute. The salute is held until the anthem is completed (32:20). If you are not in uniform and are not wearing a hat, you do the same as if in uniform, except salute, instead you should place your right hand over your heart (32:20). If not in uniform and wearing a hat, you face the flag or music and hold your hat over your heart with your right hand until the anthem is finished. If in uniform when the colors are being carried past you, as in a parade, you salute when the flag is about six paces from you and hold it until the flag is about six paces past you (32:20).

SCREEN ON SCREEN VIDEO FADES TO A GROUP OF CAP MEMBERS, AT ATTENTION, RECITING THE PLEDGE OF ALLEGIANCE, INDOORS.

NARRATOR: At wing and region CAP conferences, CAP members will often say the Pledge of Allegiance. CAP members, in uniform, stand at attention and recite. Those members in civilian clothes place their right hand over their heart and recite. CAP members in uniform do not salute, but only stand at attention.

SCREEN ON SCREEN FADES TO AN AUDITORIUM SETTING WITH THE AMERICAN FLAG ON THE LEFT SIDE AND A CAP FLAG ON THE RIGHT SIDE OF THE STAGE. THE PICTURE FREEZES. AS THE NARRATOR DISCUSSES PLACEMENT, THE PICTURE FADES TO A CAP COMMANDER IN HIS OFFICE WITH THE US FLAG ON THE LEFT SIDE OF HIS DESK AND THE SQUADRON FLAG ON THE RIGHT SIDE.

NARRATOR: The United States flag always holds a place of honor when it is displayed. When displayed, the US flag is always displayed to the audience's left as seen here; the CAP flag would be placed on the right. When displayed in an office, the US flag continues to hold the left position when viewed or to the commander's right as he sits at the desk. Any other questions concerning the display of the US flag can be found in CAPR 900-2 (27:7-8). This completes our quick review into the customs and courtesies expected of uniformed members of CAP. If you intend to work with cadets, I recommend you review CAPM 50-3, The Leadership Laboratory Manual, Volumes one and two. These manuals will provide a wealth of information on CAP drill and ceremonies. Let's continue with a look at the cadet training program.

SCREEN ON SCREEN FADES TO OBJECTIVE CHART TWO.

- Know the five phases of the cadet achievement program.
- Know how a cadet progresses through the achievement program.
- Know about the cadet activity program.

NARRATOR: The cadet achievement program is divided into five phases.

SCREEN ON SCREEN FADES OUT. CAMERA FOCUSES ON THE NARRATOR. NARRATOR USES A LARGE SIZE VERSION OF FIGURE 2-1, CAPM 50-16 AS HE REFERS TO THE PROGRAM. THE CAMERA FOLLOWS BY ZOOMING IN ON THE PORTION



OF THE CHART HE IS DESCRIBING.

NARRATOR: The introductory phase is called the motivational phase. During this phase, the cadet is not expected to conform to the grooming standards and is not expected to own a uniform. It is a period for a new cadet to see what CAP is, and for CAP to generate his interest in the program. This phase can last up to 90 days, during which the cadet is briefed on CAP grooming standards and uniform requirements. (17:6). This phase is optional and when a new cadet makes a formal membership application, he can start the first training phase. Each training phase of the cadet program is broken into five main areas: Leadership Laboratory to teach the new cadet the basics of uniforms, drill and ceremonies, Physical Fitness using a timed, one-mile run to improve physical capabilities, Aerospace Education to introduce the cadet to aerospace subject areas and later to staff positions, Moral Leadership to challenge the cadet to think about the moral aspects of current issues, and finally the Activities portion of the program to stimulate, entertain and educate.

SCREEN ON SCREEN OPENS WITH A VIDEO OF A CADET SQUADRON CONDUCTING BASIC DRILL INSTRUCTION FOR NEW CADETS - RUNNING TIME 22 SECONDS.

Phase I or the Beginning Phase has only one achievement and is designed to facilitate the cadets complete entry into the cadet program. A cadet cannot complete Phase I until: he meets the dress and grooming standards, can run one mile in 11 minutes, completes the first exam in the leadership laboratory series, and attends the moral leadership and activity sessions for that training period. Upon successful completion of this phase, the cadet is promoted to cadet airman (17:7-8).

SCREEN ON SCREEN FADES TO NARRATOR WHO INDICATES PHASE II ON THE CADET PROGRAM CHART. A SCREEN ON SCREEN OPENS WITH A SCENE OF A CADET, OR GROUP OF CADETS NEAR A CIVIL AVIATION AIRCRAFT RECEIVING INSTRUCTION ON THE PRINCIPLES OF FLIGHT AND SWITCHES TO A CADET ON A COMPUTER RUNNING THE FAA AVIATION SCIENCE PROGRAM "PRINCIPLES OF FLIGHT." THE VIDEO CONTINUES WITH A CLIP OF CADETS RUNNING THE MILE RUN, A VERY SHORT LARGE GROUP DRILL SESSION OR DRILL TEAM, A MORAL LEADERSHIP DISCUSSION, TWO OR THREE ACTIVITIES, AND FINALLY A CADET BEING PRESENTED THE BILLY MITCHELL AWARD - RUNNING TIME ONE MINUTE 10 SECONDS.

NARRATOR: Phase II, or the Learning Phase of the cadet program consists of six achievements resulting in promotions from cadet 1st class through cadet flight officer. In achievement number two, the cadet starts his aerospace education program in the book Horizons Unlimited and will have completed this study by the end of Phase II. Each achievement has an exam on a portion of this book, with a timed, comprehensive, closed book, exam in achievement seven. The physical fitness program continues with the mile run requirement decreasing from 11 minutes for achievement two, to eight minutes for achievement seven. Leadership laboratory continues with exams and/or performance tests for each achievement. The goal is to encourage the cadet to know about drill and ceremonies as it

applies to him, but also to develop his leadership talents. As he increases in rank, the cadet is expected to lead by example, to drill a few cadets, to drill a flight and as time progresses maybe even drill the entire cadet squadron. During this period, attendance and participation in most of the moral leadership, and activities programs is also required (17:7-8). During phase II the cadet must attend a CAP encampment. An encampment is normally a two week stay on an Air Force or other federal installation to permit cadets: to apply the knowledge they have gained in the cadet program to a practical situation, to continue to develop the potential for aerospace leadership in an actual aerospace environment, and to develop a better understanding of the CAP mission and CAP mission capabilities (17:29). Upon successful completion of phase II the cadet is awarded the Billy Mitchell award, becomes eligible to apply for CAP scholarships, and is eligible for many of CAP's national-level, special activities. This is no mean feat. The Air Force considers this award so important that if a cadet who has earned this award enlists in the Air Force, he is awarded the grade of airman first class (17:8).

SCREEN ON SCREEN FADES. CAMERA FOCUSES ON THE NARRATOR WHO POINTS TO PHASE III ON THE CADET PROGRAM CHART. SCREEN ON SCREEN OPENS WITH A COLLAGE OF CADET OFFICER ASSIGNMENTS IN PHASE III, MILE RUN, A CADET OFFICER INSTRUCTING CADETS IN DRILL, A CADET OFFICER LEADING A MORAL LEADERSHIP DISCUSSION, AND TWO OR THREE ACTIVITIES, ENDING WITH THE PRESENTATION OF AN AMELIA EARHART AWARD - RUNNING TIME ONE MINUTE 30 SECONDS

NARRATOR: Phase III, or the Leadership Phase of the cadet program consists of four achievements resulting in promotions from cadet second lieutenant through cadet captain. During this phase, aerospace education is replaced by four exams on the staff duty analyses of four squadron staff positions: the flight commander, the public affairs officer, the logistics officer, and the operations officer. The physical fitness program continues with the mile run requirement remaining at a constant eight minutes. The leadership laboratory continues with exams and/or performance tests for each achievement, culminating with a comprehensive, closed book, leadership exam in achievement 11. The goal in this phase is use these senior cadets as drill instructors or aerospace education counselors for new cadets, and to form the cadet leadership in the squadron. Attendance and participation in most of the moral leadership and activities programs continues to be a requirement; however, the cadet is now expected to either plan, execute or assist in the execution of these requirements. Upon completion of Phase III, the cadet is awarded the Amelia Earhart award and becomes eligible for the International Air Cadet Exchange.

SCREEN ON SCREEN FADES. CAMERA FOCUSES ON THE NARRATOR, WHO POINTS TO PHASE IV ON THE CADET PROGRAM CHART. A SCREEN ON SCREEN OPENS WITH A COLLAGE OF CADET ASSIGNMENTS IN PHASE IV, SIMILAR TO PHASE III, AND ENDS WITH THE PRESENTATION OF A SPAATZ AWARD.

NARRATOR: Phase IV, or the Executive Phase of the cadet program consists of four achievements resulting in promotions to cadet major and cadet lieutenant colonel. In this phase, completion of achievements 12, and 14 permits the squadron commander to confer the discretionary grades of cadet major and cadet lieutenant colonel respectively. The grades become permanent upon completion of achievements 13 and 15 respectively. During this phase, staff duty analyses continue with the examination of four additional squadron staff positions: the leadership officer, the aerospace education officer, the administrative officer, and the cadet commander. The physical fitness program continues with the mile run requirement decreasing from eight minutes for achievement 12 to a constant seven and one half minutes for achievements 13, 14 and 15. The leadership laboratory continues with exams and/or performance tests for each achievement. Cadets in this phase assist the senior staff in planning all squadron functions and even fill vacant senior staff positions. Upon completion of achievement 15, the cadet is eligible to take a comprehensive exam, on all of the areas he or she has studied as a cadet. If the cadet passes the Spaatz examination, and runs one mile in less than seven minutes as verified by the Air Force wing liaison officer, the cadet is presented with the Carl A. Spaatz award and is promoted to cadet colonel. This is the highest award a CAP cadet can receive.

SCREEN ON SCREEN FADES. CAMERA FOCUSES ON THE NARRATOR WHO POINTS TO PHASE IV ON THE CADET PROGRAM CHART.

Only a handful of dedicated cadets reach this level, and only after years of effort. As you can see, in the five phases, and 15 achievements our CAP cadets are challenged to excel. At each step along the way, the various senior staff members, or senior cadet members verify the cadets completion of each portion of an achievement. The squadron commander and the cadet both sign the appropriate CAP form when the cadet has completed an achievement. Except in phase four as previously discussed, each achievement completion results in a promotion for the cadet. Cadet activities need to be exciting, educational, well planned, and executed. For additional information on squadron planning you might want to attend a squadron leadership school or SLS. With this transition, let's look at the senior member training program.

SCREEN ON SCREEN OPENS WITH OBJECTIVE CHART THREE.

- Know the five levels of the senior member training program.
- Comprehend how a senior member progresses through the senior member training program.
- Comprehend a senior member's responsibilities.
- Explain the senior member's responsibility to set the example for the cadets.

-- Explain the senior member's responsibilities in the area of cadet abuse prevention.

NARRATOR: These are the objectives for our look at the senior member training program. "There are five levels of training for seniors, each requiring new skills and educational growth. Each level brings new opportunities for advancement, promotion and awards." (32:21).

SCREEN ON SCREEN OPENS WITH A LARGE VERSION OF FIGURE 1-1 CAPM 50-17.

NARRATOR: Prior to this course, when you studied the manuals and pamphlets which make up the Senior Member Handbook you completed part 1 of Level I or the Introduction level. By watching this video tape and completing the exam that follows, you will complete the second and final part of Level I. By completing Level I you are eligible for the CAP Membership Award. At the discretion of the unit commander, if you meet the time in grade requirements, you will be eligible for promotion to second lieutenant.

NARRATOR HOLDS UP A MEMBERSHIP AWARD RIBBON AND A MEMBERSHIP AWARD MINIATURE MEDAL. THE CAMERA ZOOMS IN FOR A CLOSE UP.

NARRATOR: The award is available as a ribbon for wear on the service dress uniforms, as seen here, or as a miniature medal for wear with the mess dress uniform. As soon as your squadron Senior Program officer has made the appropriate entries on your personnel file or CAP Form 45 and enters the month and year of completion on the Senior Member Training Level Report or SMTLR, you are eligible to wear this award (18:10).

A SCREEN ON SCREEN OPENS WITH A SPECIALTY TRACK CHART.

#### CAP SENIOR MEMBER SPECIALTIES

- |                               |                      |             |
|-------------------------------|----------------------|-------------|
| - OPERATIONS                  | - LOGISTICS          | - CHAPLAIN  |
| -- FLIGHT OPERATIONS          | -- SUPPLY            | - MEDICAL   |
| -- STANDARDIZATION/EVALUATION | -- TRANSPORTATION    | - LEGAL     |
| - EMERGENCY SERVICES          | - PERSONNEL          | - COMMANDER |
| - COMMUNICATIONS              | - ADMINISTRATION     | - SAFETY    |
| - AEROSPACE EDUCATION         | - FINANCE            | - INSPECTOR |
| - CADET PROGRAM               | - PUBLIC AFFAIRS     | - HISTORIAN |
| - SENIOR PROGRAM              | - PLANS AND PROGRAMS |             |

SCREEN ON SCREEN FADES TO A COLLAGE OF SENIOR MEMBERS AT WORK. INCLUDE

ALL SPECIALTIES - RUNNING TIME ONE MINUTE 30 SECONDS.

NARRATOR: CAP has 21 technical specialties a member can choose from, as listed on this chart. If you are a chaplain, doctor, nurse, or attorney your specialties are probably already selected for you: chaplain, medical, or legal. If you hold a radiotelephone license, communications is your field. If you are a pilot with many years of experience, the operations, flight operations or standardization/evaluation specialties may interest you. Your squadron commander may have a real need in a given area and may ask if you will fill a vacant specialty position. Talk to your squadron commander, pick a job you want to do or have an interest in, review your squadron's copy of the Specialty Track Study Guide for the specialty you choose, and talk to other squadron members. When you can make an informed decision and pick the best specialty for you. CAP needs members of all the specialties to support CAP's three missions and we are looking forward to having you on the team. Once you have chosen a specialty, unless you will be in the professional fields of legal or medical, you need to purchase a Specialty Track Study Guide, for your chosen specialty, from the CAP bookstore (18:11). This guide will provide you with the exact requirements for the technician, senior and master ratings in your specialty. Armed with this information, we can now discuss the higher levels of the senior member training program.

SCREEN ON SCREEN FADES TO A SQUADRON LEADERSHIP SCHOOL COUNSELING, ROLE-PLAYING EXERCISE AND A SQUADRON PLANNING SESSION - RUNNING TIME 45 SECONDS.

NARRATOR: Completion of Level II, the technical training level requires four major accomplishments. First, the member must have previously completed Level I. Second, the member must earn a technician rating in a specialty. Third, the member must complete a Squadron Leadership School or SLS as seen here. SLS is a two-day course including the rotations of the squadron staff, squadron management (with activity and calendar planning), leadership and counseling role-playing exercises, and in-depth specialty track seminars. CAP chaplains substitute the course "Living Air Patrol Chaplains" for an SLS. Finally, the member must complete ECI or Extension Course Institute course 13, CAP Officer Course. ECI course 13 is a correspondence course providing "study in the areas essential to becoming an effective leader in CAP: communication techniques, effective writing, logical thinking, leadership, and management." (18:12). See your squadron Senior Programs officer to be enrolled in ECI 13 or for answers to any questions you may have concerning the senior member training program.

SCREEN ON SCREEN FADES. CAMERA FOCUSES ON THE NARRATOR, WHO DISPLAYS A LEADERSHIP AWARD RIBBON, MINIATURE MEDAL, AND A CERTIFICATE OF EFFICIENCY.

The CAP Leadership Award is awarded when a senior member earns a technician rating in a specialty. When the senior member successfully

completes Level II, he receives the Certificate of Proficiency. At the discretion of the unit commander, if the member meets the time in grade requirements, the member is eligible for promotion to captain.

SCREEN ON SCREEN FADES. CAMERA FOCUSES ON THE NARRATOR, WHO POINTS TO LEVEL III ON THE SENIOR MEMBER TRAINING PROGRAM CHART. THE SCREEN ON SCREEN THEN OPENS WITH A COLLAGE OF SENIOR MEMBERS PERFORMING THEIR SQUADRON DUTIES (THIS COLLAGE SHOULD COVER ALL OF THE SPECIALTIES IN THREE PARTS, ONE EACH, FOR PHASES III, IV AND V; THEREFORE, THIS SHOULD COVER ABOUT ONE-THIRD OF THE TOTAL. THIS SESSION SHOULD SHOW FLIGHT OFFICERS AND LIEUTENANTS.) THE VIDEO SWITCHES TO A CORPORATE LEARNING COURSE SETTING, THEN TO REGION CONFERENCE SETTINGS, FIRST A SPECIALTY SEMINAR THEN A BANQUET - TOTAL RUNNING TIME FOR ALL VIEWS, ONE MINUTE 30 SECONDS. SCREEN ON SCREEN FADES AND THE NARRATOR DISPLAYS THE GROVER LOENING AEROSPACE AWARD CERTIFICATE, RIBBON, AND MINIATURE MEDAL AS HE TALKS ABOUT THE AWARD.

NARRATOR: Completion of Level III, the management training level requires five major accomplishments. First, the member must have previously completed Level II. Second, the member must earn a senior rating in a specialty. Third, the member must have held a command or staff position for at least one year and fourth, the member must complete a Corporate Learning Course or CLC. A CLC is a two-day course conducted at least annually in your wing. The CLC covers seventeen squadron specialties, in significant detail, and explains how they relate to each other in an effective squadron. The specialty areas are taught by an experienced "... senior staff member with primary emphasis on the regulations, manuals, pamphlets and forms pertaining to the..." specialty (18:13). CAP chaplains substitute the course "Chaplains Helping Chaplains" for a CLC. Finally, the member must attend at least two region or wing conferences. At every wing and region conference, seminars are held in every specialty. They are normally hosted by the CAP officer holding the staff position at the region or wing level, who will provide wing or region guidance, updates and new information. Furthermore, the member exchanges ideas and experiences with other CAP members in his specialty. Usually a major social function is part of the conference, where the member can meet and converse with CAP personnel from throughout his wing and region. When the member earns a senior rating in his specialty, he is awarded a bronze star for his leadership award. When he completes Level III, the senior member is eligible for the Grover Loening Aerospace Award, named for the aviation pioneer, author and industrialist. The Grover Loening Aerospace Award is conferred by CAP National Headquarters and is presented in an appropriate wing ceremony. At the discretion of the unit commander, if the member meets the time in grade requirements, he is eligible for promotion to major.

SCREEN ON SCREEN FADES. CAMERA FOCUSES ON THE NARRATOR WHO POINTS TO LEVEL IV ON THE SENIOR MEMBER TRAINING PROGRAM CHART. THE SCREEN ON SCREEN OPENS WITH A COLLAGE OF SENIOR MEMBERS PERFORMING THEIR SQUADRON DUTIES. (THIS COLLAGE SHOULD BE DIFFERENT SPECIALTIES FROM THE ONES

USED FOR PHASE III AND SHOULD BE CAPTAINS AND MAJORS). THE VIDEO SWITCHES TO REGION STAFF COLLEGE CLIPS, THEN TO REGION CONFERENCE CLIPS, THEN TO A CAP MEMBER PRESENTING A BRIEFING TO A ROTARY CLUB, OR SIMILAR ORGANIZATION - RUNNING TIME ONE MINUTE 30 SECONDS TOTAL. SCREEN ON SCREEN FADES AND THE NARRATOR DISPLAYS THE PAUL E. GARBER AWARD CERTIFICATE, RIBBON, AND MINIATURE MEDAL AS HE TALKS ABOUT THE AWARD.

NARRATOR: Completion of Level IV, the command and staff training level requires six major accomplishments. First, the member must have previously completed Level III. Second, the member must earn a master rating in a specialty. Third, the member must have held a command or staff position for at least two years and fourth, the member must complete a Region Staff College. A Region Staff College is a one-week course conducted at least annually in your region. The Region Staff College covers, in detail, interpersonal and group communications, management, leadership, and conference techniques (18:14). Attendance at a Region Staff College will be an experience you will never forget and you will develop strong friendships with other CAP members which will last a lifetime. For those members who cannot get away for a week to attend a Region Staff College, the Air Force Squadron Officer School or SOS can be completed by correspondence and substituted for a Region Staff College. This course is the regular Air Force officer course and requires a significant expenditure of time and effort to complete. The Squadron Officer School can also be substituted for ECI course 13 in Level II; however, ECI course 13 cannot be substituted for SOS. See your squadron senior program officer for details. Fifth, the member must serve either as a staff member at a national, region or wing conference, or as a staff member at a Squadron Leadership School. Finally, the member must prepare and deliver a presentation to a non-CAP group on a CAP-related subject. When the member earns a master rating in his specialty, he is awarded a silver star for his leadership award. When he completes Level IV, the senior member is eligible for the Paul E. Garber Award, named for the aviation pioneer and historian, who is curator emeritus of the National Air and Space Museum and a strong CAP advocate (18:14). The Paul E. Garber Award is conferred by CAP National Headquarters and is presented in an appropriate wing ceremony. At the discretion of the unit commander, if the member meets the time in grade requirements, he is eligible for promotion to lieutenant colonel.

SCREEN ON SCREEN FADES. CAMERA FOCUSES ON THE NARRATOR WHO POINTS TO LEVEL V ON THE SENIOR MEMBER TRAINING PROGRAM CHART. THE SCREEN ON SCREEN THEN OPENS WITH A COLLAGE OF SENIOR MEMBERS PERFORMING THEIR SQUADRON DUTIES. (THIS COLLAGE SHOULD BE DIFFERENT SPECIALTIES FROM THE ONES USED FOR PHASES III, AND IV AND SHOULD SHOW MAJORS AND LIEUTENANT COLONELS). THE VIDEO SWITCHES TO NATIONAL STAFF COLLEGE CLIPS THEN TO NATIONAL BOARD CLIPS, THEN TO A CAP MEMBER PRESENTING A BRIEFING AT A SENIOR MEMBER TRAINING ACTIVITY - RUNNING TIME ONE MINUTE 30 SECONDS TOTAL. SCREEN ON SCREEN FADES AND THE NARRATOR DISPLAYS THE GILL ROBB WILSON AWARD CERTIFICATE, RIBBON AND MINIATURE MEDAL AS HE TALKS ABOUT THE AWARD.

NARRATOR: Completion of Level V, the executive training level requires four major accomplishments. First, the member must have previously completed Level IV. Second, the member must have held a command or staff position for at least three years and third, the member must complete the National Staff College. The National Staff College is a one-week course conducted annually at either Maxwell AFB or Gunter AFB, Alabama. The National Staff College provides the types of developmental experiences required to operate complex programs. Since present and potential wing and region commanders are encouraged to attend this course, the member will be dealing with the future leaders of CAP (18:16). For those members who cannot leave their professions for a week to attend a National Staff College, the Air Force Air Command and Staff College or ACSC can be completed by correspondence and substituted for the National Staff College. This course is the regular Air Force officer course and normally is not completed in less than a year. See your squadron senior program officer for details. Finally, the member must serve as a staff member in any one of six senior training capacities: as the instructor of a Level I Orientation Course, as the director of a Squadron Leadership School, as the director of a Corporate Learning Course, as a staff member for a Corporate Learning Course, as a staff member for a Region Staff College, or as a staff member at the National Staff College. When he completes Level V, the senior member is eligible for the Gill Robb Wilson Award, named for the airman, poet, writer and founder of CAP (18:16). The Gill Robb Wilson Award is conferred by CAP National Headquarters and is presented in an appropriate region ceremony. The Gill Robb Wilson award is the highest award in the CAP senior member training program.

CAMERA FOCUSES ON THE NARRATOR.

NARRATOR: Now let's talk for just a minute about the responsibilities of a senior member when working with CAP cadets. "Helping the youth of this nation to grow physically and mentally, and setting the example, are perhaps more important [in America] today. . . than they have. . . (ever) been." (31:11-11). "Though this mission may not be as exciting as our emergency services work, those seniors who work directly with cadets will probably never have a better opportunity to, as the great educator Henry Adams put it, "affect eternity." (31:11-10). But with this job comes significant responsibility. Seniors who work with cadets must ensure they are not sexually, emotionally, or physically abused. Sexual abuse consists of "sexual molestation, touching, contacts, exposure, suggestions or other incidents of a sexually oriented nature." (34:1). Emotional abuse encompasses "excessive discipline or humiliating or emotionally distressing verbal abuse." (34:1). Physical abuse involves the physical striking of a cadet, hazing, or assaults (34:1). Senior members, cadets, parents or guardians should immediately report any incidents of observed or suspected abuse to the unit commander or the next higher commander, who will notify the proper authorities. CAP cannot and will not accept this kind of treatment of its cadet members. A CAP member involved in such an incident faces disciplinary and possible legal or criminal action. Now let's move on to



CAP publications.

SCREEN ON SCREEN OPENS TO OBJECTIVE SLIDE FOUR.

- Comprehend the types of CAP publications.
  - List the types of CAP publications.
  - Identify how each of the three types of CAP publications is used.
  - List the two CAP indexes.
  - Identify what can be found in each index.

NARRATOR: Here are our objectives for the CAP publications area.

NARRATOR DISPLAYS THE REGULATIONS, MANUALS, AND PAMPHLETS HE IS TALKING ABOUT TO THE CAMERA.

Like any large organization, Civil Air Patrol prints a number of publications. . . . CAP publications come in four basic types: regulations, manuals, pamphlets, and forms. . . . CAP regulations are directive in nature. They are used to regulate our organization, to set down[,] in print[,] the rules by which we operate. . . . [For example CAPR 39-3 which we have already discussed. This regulation provides the exact requirements for the award of CAP medals, ribbons, and certificates.] A second type of publication is the manual, which may be both directive and informative. An example is CAPM 50-17 which directs and describes the senior member training program. . . . [Another example is CAPM 50-16 which covers the cadet program.] CAP pamphlets contain. . . useful information. An excellent example is CAPP 50-1, The Commander's Guide. Although aimed at the needs of the squadron commander, leaders at all echelons find that this guide puts a wealth of information at their fingertips. CAP also distributes a number of printed forms. When used correctly[,] these forms speed communication and simplify record keeping. The most important form to you. . . is CAPF 45, your Senior Member Master Record. One page of. . . [this] form is devoted to your training record, one to personnel information, and one to your emergency services work. All of your awards, aeronautical ratings, and staff assignments are also recorded here. Another publication[,] which you probably already know[,] is the Civil Air Patrol News, published monthly by [the] National Headquarters Public Affairs office. This is the main avenue of communications within CAP, and offers you an opportunity to find out what is happening in units across the country. Most of the [new] information in CAP Regulations and Manuals appears first in the Civil Air Patrol News, and one section, the Bulletin Board, contains helpful

tips and announcements from Headquarters staff offices. (32:25-26).

Now you know what publications CAP produces, let's look at how these can help you do your job in CAP. You really only need to remember the number of two CAP publications, CAPR 0-2, Numerical Index of CAP Regulations, Manuals, Pamphlets, and Visual Aids and CAPR 0-9 Numerical Index of CAP Forms, Test Materials, and Certificates. These two indexes are published at least once every year; therefore, if you go to your squadron library and find an index which is over 14 months old, you better ask your administrative officer if the new index is available. When you have the current index, find the subject area you need to know about and get the number of the regulation or manual which covers this information and the current date of the publication. Also, look on the line directly beneath the publications listing, to see if any changes have been issued. Then, get the regulation or manual, check the date to ensure it is the most up-to-date copy and if any changes were issued, ensure they are posted. Now you can look at the table of contents and find the information you need with confidence it will not be out of date. For those very active members, I recommend the purchase of your own set of regulations and manuals from the CAP bookstore. Now let's finish this portion of the course with a look at CAP insurance programs.

SCREEN ON SCREEN OPENS WITH OBJECTIVE CHART FIVE.

- Know about the CAP insurance program.

NARRATOR: This is our only objective for this section and our last objective for the course. CAPR 900-5, The CAP Insurance/Benefits Program explains CAP's liability, corporate vehicle and aircraft, and automatic coverage insurance programs. Because of the significant expense of insurance programs, CAP's coverage is limited. On Air Force authorized missions, CAP members have additional coverage provided certain requirements are met. Each member is encouraged to review his own insurance coverage, then review CAP's coverage and the requirements for coverage on Air Force authorized missions. From this review, the member should determine if the coverage available from these programs meets his needs. If not, the member is encouraged to supplement his insurance coverage using CAP's voluntary insurance program. Details are available in CAPR 900-5. Well, this completes our last section of instruction. Let's look a summary for this session and then your local instructor will administer the exam.

SCREEN ON SCREEN OPENS WITH INTERIM SUMMARY CHARTS.

- JUNIOR VERSUS SENIOR
  - CADETS JUNIOR TO ALL SENIOR MEMBERS
  - SENIOR MEMBER AIRMEN JUNIOR TO SENIOR MEMBER OFFICERS
  - JUNIOR DETERMINED BY GRADE

- SALUTING
  - JUNIOR SALUTES SENIOR (EXCEPT WITHIN AIRMAN GRADES)
  - A SALUTE IS A GREETING AND SYMBOL OF MUTUAL RESPECT
  - JUNIORS HOLD THE SALUTE UNTIL THE SENIOR RETURNS IT
  - CAP, UNIFORMED, SENIOR MEMBER OFFICERS SALUTE
    - CAP CADETS (RETURNING THE CADETS SALUTE)
    - OTHER CAP SENIOR MEMBER OFFICERS
      - IF HIGHER GRADE (INITIATES THE SALUTE)
      - IF LOWER GRADE (RETURNS SALUTE)
    - ACTIVE DUTY OFFICERS AND ENLISTED PERSONNEL
      - IF HIGHER GRADE (INITIATES THE SALUTE)
      - IF LOWER GRADE (RETURNS THE SALUTE)
    - SENIOR OFFICERS OF FRIENDLY FOREIGN NATIONS
      - IF HIGHER GRADE (INITIATES THE SALUTE)
      - IF LOWER GRADE (RETURNS THE SALUTE, IF RENDERED)
      - IF GRADE IS NOT RECOGNIZABLE, "WHEN IN DOUBT SALUTE"
    - GENERAL OFFICERS', OR INSTALLATION COMMANDERS VEHICLES WHEN IDENTIFIED WITH A GRADE PLATE OR FLAG
    - GENERAL OFFICERS' AIRCRAFT WHEN IDENTIFIED WITH A GRADE PLATE
  - SALUTES ARE NOT RENDERED INDOORS EXCEPT WHEN FORMALLY REPORTING TO A SENIOR OFFICER
  - SALUTES ARE RENDERED WHEN SENIOR OFFICER IS RECOGNIZED, BUT NOT NORMALLY OVER 30 FEET AWAY
- SENIOR OFFICERS SHOULD BE ADDRESSED USING "SIR" OR "MA'AM" OR BY THEIR RANK OR TITLE
- CAP MEMBERS ARE NOT SUBJECT TO THE UNIFORM CODE OF MILITARY JUSTICE
- NATIONAL ANTHEM

- UNIFORMED MEMBERS, UPON HEARING, STOP, FACE THE FLAG OR MUSIC, COME TO ATTENTION AND SALUTE UNTIL THE ANTHEM IS COMPLETE
- MEMBERS IN CIVILIAN CLOTHES WITHOUT A HAT, UPON HEARING, STOP, FACE THE FLAG OR MUSIC, AND PLACE THE RIGHT HAND OVER THE HEART
- MEMBERS IN CIVILIAN CLOTHES WITH HAT, UPON HEARING, STOP, FACE THE FLAG OR MUSIC, REMOVE HAT, AND HOLD THE HAT OVER THE HEART WITH THE RIGHT HAND.
- PLEDGE OF ALLEGIANCE
  - UNIFORMED MEMBERS STAND AT ATTENTION AND RECITE, DO NOT SALUTE
  - MEMBERS IN CIVILIAN CLOTHES HOLD THE RIGHT HAND OVER THE HEART AND RECITE
- UNITED STATES FLAG
  - ALWAYS DISPLAYED TO THE AUDIENCES' LEFT
- CADET TRAINING PROGRAM
  - FIVE PHASES AND 15 ACHIEVEMENTS
    - MOTIVATIONAL
      - BEGINNING - 1 ACHIEVEMENT
      - LEARNING - 6 ACHIEVEMENTS
        - WHEN COMPLETED MITCHELL AWARD/CADET FLIGHT OFFICER
      - LEADERSHIP - 4 ACHIEVEMENTS
        - WHEN COMPLETED AMELIA EARHART AWARD/CADET CAPTAIN
      - EXECUTIVE - 4 ACHIEVEMENTS
        - WHEN COMPLETED ELIGIBLE TO TAKE SPAATZ EXAM CADET LIEUTENANT COLONEL
        - SPAATZ AWARD - HIGHEST CADET AWARD/CADET COLONEL
    - FIVE AREAS IN EACH PHASE
      - LEADERSHIP LABORATORY
      - PHYSICAL FITNESS

- AEROSPACE EDUCATION
  - MORAL LEADERSHIP
  - SQUADRON ACTIVITIES
- SENIOR MEMBER TRAINING PROGRAM - FIVE LEVELS
  - LEVEL I - INTRODUCTION
    - PART I - SENIOR MEMBER HANDBOOK
    - PART II - VIDEO TAPE COURSE
    - COMPLETION - MEMBERSHIP AWARD/ELIGIBLE FOR SECOND LIEUTENANT
  - LEVEL II - TECHNICAL TRAINING
    - TECHNICIAN RATING IN A SPECIALTY
    - SQUADRON LEADERSHIP SCHOOL (SLS)
      - FUNCTIONS OF THE SQUADRON STAFF
      - SQUADRON MANAGEMENT
      - LEADERSHIP/COUNSELING ROLE-PLAYING EXERCISES
      - IN-DEPTH SPECIALTY TRACK SEMINARS
  - ECI COURSE 13
    - COMMUNICATION TECHNIQUES
    - EFFECTIVE WRITING
    - LOGICAL THINKING
    - LEADERSHIP
    - MANAGEMENT
  - COMPLETION - LEADERSHIP AWARD/ELIGIBLE FOR CAPTAIN
- LEVEL III - MANAGEMENT
  - SENIOR RATING IN A SPECIALTY (BRONZE STAR FOR LEADERSHIP AWARD)
  - COMMAND OR STAFF POSITION FOR ONE YEAR

- CORPORATE LEARNING COURSE (CLC)
  - SEVENTEEN SPECIALTIES REVIEWED, IN DETAIL
- ATTEND TWO REGION OR WING CONFERENCES
- COMPLETION - GROVER LOENING AEROSPACE AWARD/ELIGIBLE FOR MAJOR
- LEVEL IV - COMMAND AND STAFF
  - MASTER RATING IN A SPECIALTY (SILVER STAR FOR LEADERSHIP AWARD)
  - COMMAND OR STAFF POSITION FOR TWO YEARS
  - REGION STAFF COLLEGE
    - INTERPERSONAL AND GROUP COMMUNICATIONS
    - LEADERSHIP
    - MANAGEMENT
    - CONFERENCE TECHNIQUES
  - STAFF MEMBER AT WING OR REGION CONFERENCE OR AT AN SLS
  - BRIEFING ON CAP SUBJECT TO A NON-CAP GROUP
- LEVEL V - EXECUTIVE
  - COMMAND OR STAFF POSITION FOR THREE YEARS
  - NATIONAL STAFF COLLEGE
  - ONE SENIOR MEMBER TRAINING POSITION HELD
    - DIRECTOR OF AN SLS OR
    - DIRECTOR OF A CLC OR
    - STAFF MEMBER AT A CLC OR
    - STAFF MEMBER AT A REGION STAFF COLLEGE OR
    - STAFF MEMBER AT THE NATIONAL STAFF COLLEGE
- CAP PUBLICATIONS
- REGULATIONS - DIRECTIVE

- MANUALS - DIRECTIVE AND INFORMATIVE
- PAMPHLETS - CONTAIN USEFUL INFORMATION
- FORMS - SPEED COMMUNICATION AND SIMPLIFY RECORD KEEPING
- CAP INSURANCE CAPR 900-5

NARRATOR REVIEWS THE SUMMARY CHARTS.

NARRATOR: This concludes our Level I presentation. We hope you enjoyed it and look forward to working with you in the future. Your local instructor will now administer the exam.

NOTES:

ALL UNIFORM SHOTS AND CUSTOMS AND COURTESY CLIPS SHOULD BE REVIEWED BY A SENIOR CADET PANEL TO CATCH GROOMING AND FUNCTIONAL ERRORS.

IF THE TAPE RUNS LESS THAN FIVE HOURS, CONSIDER ADDING A SAMPLE MISSION AT THE END. THIS SHOULD BE A NEW VIDEO SIMILAR TO THE SLIDE PRESENTATION IN THE ONCE REMOVED LEVEL I SLIDE SHOW. IF AERIAL SHOTS ARE NOT AVAILABLE THEN USE A VIDEO INTRODUCTION AND FOLLOW-THROUGH WITH THE SLIDES USED, WHEN NEEDED.

TIMES PRESENTED WERE ESTIMATED, ACTUAL TIMES WILL VARY IN FILMING BASED ON THE NARRATORS SPEED AND PRESENTATION.

IF THE SCREEN ON SCREEN IS NOT EFFECTIVE AFTER A TEST FILMING, THEN USE THE FULL SCREEN WITH THE NARRATOR'S VOICE IN THE BACKGROUND AND ON SCREEN ARROWS OR COLOR CHANGES TO INDICATE THE SECTION BEING TALKED ABOUT.

END

DATE

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JULY 88